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TARBELL'S

LESSONS IN LANGUAGE

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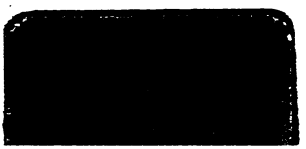

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TARBELL'S

LESSONS IN LANGUAGE

BY

HORACE S. TARBELL, A.M.

SUPERINTENDENT PUBLIC SCHOOLS, PROVIDENCE, R.I., ETC.

FIRST BOOK

BOSTON, U.S.A.

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PREFACE.

THIS Language Series has been prepared in the belief that every pupil passing through our schools should be taught to use his native tongue with readiness, clearness, and accuracy, in both its spoken and its written forms.

Every one trained in our schools should be able to write interesting letters to his friends, and to conduct his business correspondence in a business-like way.

He should be familiar with the written forms of social intercourse, and should understand the forms and force of business papers.

He should be able to set forth his business in an advertisement, or his "views" in articles for the daily paper.

When occasion requires, he ought to be able to serve acceptably as the secretary of a meeting, and to know how to prepare resolutions, credentials, and reports.

He should be capable of orderly narration, accurate description, and clear exposition of themes within the range of his knowledge.

For such attainments this series is intended to provide.

"In the private affairs of life, as in political or international questions, he who speaks or writes the best will always gain an ascendency over his fellow-citizens. Speech is power."—*Marcel.*

The requisites for writing well are: —

1. Material — information and opinions.
2. Power over words.
3. Knowledge of the technics of written form.
4. Culture.

The special purpose of this series is to secure to the pupils using it a well-grounded confidence in their possession of the second and third of these requisites, and indirectly, but not ineffectually, to improve them in thought and culture. "Self-confidence is the basis of success in every art."

Theory and practice are here combined, but practice is made paramount. "By doing only can we know what it is we have to do." What the pupil is able to do and needs to do has determined what he should know.

The proper order for study, and not the logic of the subject, has decided the order of presentation. In this series of two books as much is presented of grammar, punctuation, and composition (which is rhetoric in its elementary and practical form) as the pupil can profitably study before entering the high school.

The relation of this work to the pupil's other studies has constantly been borne in mind. It stands as the central subject of school work, drawing aid from all the others and returning to them more than it receives.

The first book is designed to be placed in the hands of pupils who read readily in a Third Reader. The series will furnish material for daily exercises until the pupil is ready for the high school.

HORACE S. TARBELL.

Providence, R.I.

LESSONS IN LANGUAGE.

PART I.

LESSON 1.

THE SENTENCE.

[See Note 1, page 211.]

Here is a dialogue which a teacher one day carried on with her pupils. Read it over and imagine that your teacher is saying to you what this teacher said, and think whether you would give the same answers that her pupils gave.

TEACHER. Children, you may write something on your slates about horses. You may write it like this:

You may write something about dogs.
You may write something about fishes.
You may write something about birds.
What have you written?
PUPILS. Horses run. Dogs bark.
Fishes swim. Birds fly.
T. Did you write words or figures on your slates?
P. We wrote words.

T. Did you think what to write before you wrote these words?

P. Yes, we did.

T. What, then, do the words on your slate tell?

P. They tell what we thought.

T. Now, let me tell you something which I wish you to know. Words put together so as to tell a thought are called a sentence. Words put together may be called *a combination of words.* To tell a thought and *to express a thought* mean the same thing. So I will write this on the blackboard:

A combination of words that expresses a thought is called a sentence.

Copy this upon your slates.

Now look at what you wrote at the beginning of the lesson. What was the first sentence that you wrote?

P. Horses run.

T. Why do you call this a sentence?

P. Because it is a combination of words that expresses a thought.

T. What was the second combination of words?

P. Dogs bark.

T. What do you call this combination of words?

P. We call it a sentence.

T. What was the third sentence?

P. Fishes swim.

T. The fourth sentence?

P. Birds fly.

T. Why do we call these sentences?

P. Because they are combinations of words that express thoughts.

LESSON 2.—EXERCISE.

SENTENCE WRITING.

Copy the following, beginning each sentence with a capital letter, and placing a period [.] at the end:

Pity the lame old man he can not walk fast the sun is now rising high it is time for us to hasten to school.

Here is a model which shows how this exercise should be written:

Pity the lame old man. He can not walk fast.
The sun is now rising high.
It is time for us to hasten to school.

[See Note 2, page 211.]

TEACHER. Write four sentences.

PUPILS. Boys study.
The boy studies.
The girl reads.
My slate is clean.

T. Think of five things in the school-room, and write a sentence about each. Remember that each sentence should begin with a capital letter and end with a period.

LESSON 3.—EXERCISE.

DESCRIPTION.

You may write a description of this picture; that is, you may tell what you see in it. Imagine that some one cannot see the picture and that you are telling him just what it is.

These questions will help you to tell about the picture:

How old is this child?
What has she in her arms?
What is the dog doing?
Is he cross or playful?
What is the little girl trying to do?

Write a sentence about

the weather,	the sky,
the school-room,	the window,
your mother,	the place in which you live.

LESSON 4.—EXERCISE.

PRONUNCIATION.

[See Note 3, page 211.]

ā	ă	ā	ă
fāte	făt	mātron	făcet
caret	carat	gauge	grănary
cayenne	agile	patron	pătronage
chasten	chat	patriot	rather
apex	ălternate	ratio	răti̇onal
aged	ăgate	Danish	radish
ārea	alpăca	patient	patent
calyx	canăl	volcano	volcanic

LESSON 5.—EXERCISE.

WORDS OF SIMILAR SOUND.

Write these words in sentences so as to show the difference in meaning between the words of each pair:

be	bee	by	buy	eye	I	hear	here
see	sea	sale	sail	sum	some	beet	beat

EXAMPLES.

My mother bought this at an auction sale.
The sailor hoisted the sail by means of a rope.

Sometimes both words of each pair may be used in the same sentence.

EXAMPLES.

Be sure you do not let the bee sting you.
Did you see the ship sailing on the sea?
By saving your pennies you will be able to buy books.

LESSON 6.

SUBJECT AND PREDICATE.

1. John is reading.
2. Mary writes.
3. The teacher rings the bell.
4. The fire warms the room.

About whom is something said in the first sentence? In the second? In the third? About what is something said in the fourth sentence? Who is spoken of in the first sentence? In the second? In the third? What is spoken of in the fourth sentence?*

The part of the sentence which tells what person or thing is spoken of is called the subject of the sentence.

What is the subject of the first sentence? Of the second? Of the third? Of the fourth?

What is said in the first sentence about John? In the second about Mary? In the third about the teacher? In the fourth about the fire?

The part of the sentence which tells something about the person or thing which is spoken of is called the predicate of the sentence.

What is the predicate of the first sentence? Of the second? Of the third? Of the fourth?

What is the subject of a sentence? What is the predicate of a sentence?

---

* To the Teacher.—This tautological form of questioning is given as an illustration of a method often serviceable in oral instruction. The first set of questions leads the pupil to the thought, the second leads him to recognize the form of words in which the thought is expressed.

LESSON 7.—EXERCISE.

SUPPLYING PREDICATES.

Tell something about each of the following subjects; begin each sentence with a capital letter, and put a period at its end:

bread	paper	knife	school	friend	table
ink	fruit	workman	trees	cousin	pictures
earth	ribbon	aunt	shoes	sky	doctor

EXAMPLES.

Bread is used for food.
The earth is round like a ball.

LESSON 8.—EXERCISE.

SUPPLYING SUBJECTS.

Find subjects for these predicates; think what can fly, what lives in the water, what always pleases us.

..... can fly.
..... lives in the water.
..... always pleases us.
..... moves around the sun in a year.
..... is higher than a hill.
..... is a metal used for coin.
..... is a body of land surrounded by water.
..... will always be despised.
..... gains friends.
..... is the largest division of land.
..... like to play.
..... rises in the east.

LESSON 9.—EXERCISE.

DESCRIPTION.

How is this boy dressed? Whose hat has he in his hand? What is he doing? Where is the dog? What has he on his head? What is the dog doing? Who taught the dog to do this?

LESSON 10.—EXERCISE.

PRONUNCIATION.

ā	ă	ā	ă
fāte	făt	grātis	grătitude
ancient	ancestry	raiment	raillery
chamber	chapel	squalor	catch
nation	năational	Arābian	Ărab
vary	arid	vāgrant	văgabond
capācious	capăcity	palātial	pălace

LESSON 11.

THE SERIES.

James is a good boy.
Lewis is a good boy.

These two sentences, or combinations of words, may be united to form one sentence; thus,

James and Lewis are good boys.

The subject of this sentence has two parts, which are connected by *and*.

James is a good boy.
Lewis is a good boy.
Henry is a good boy.

We can unite these three sentences thus,

James, Lewis, and Henry are good boys.

The subject of this sentence has three parts which are separated by commas [,], and *and* is placed before the last part of the subject. The words *James*, *Lewis*, and *Henry* make a series of words.

Three or more words which follow one another and are used alike in a sentence, are called a series of words.

The words of a series should be separated by commas. But when all the words of a series are connected by and, *or some such word, the commas should be omitted.*

EXAMPLES.

The girl studies, reads, and writes.
A polite, attentive, diligent, and obedient boy wins praise.
James and Lewis and Henry are good boys.

LESSON 12.—EXERCISE.

SERIES WRITING.

Write subjects for these predicates, and let each subject be a series of three or more words:

. . . . . will burn.	. . . . . are made of wood.
. . . . . are garden tools.	. . . . . are bodies of water.
. . . . . are field tools.	. . . . . are flowing waters.
. . . . . are domestic animals.	. . . . . are elevations of land.
. . . . . are vegetables.	. . . . . are shrubs.
. . . . . are made of iron.	. . . . . are fruit-trees.

EXAMPLE.

Bays, gulfs, channels, and seas are bodies of water.

LESSON 13.—EXERCISE.

NAMES—CAPITAL LETTERS.

Write your name. Write the names of five of your friends. Write the name of the place where you live. What month is it now? What day of the week is it? Write the names and the titles of five important persons.

Learn the following rules for the use of Capital Letters:

I. *The names of persons and of places should begin with capitals; as*, George, Mary, Boston.

II. *The names of the months and of the days of the week should begin with capitals, but not the names of the seasons; as*, June, Sunday, summer.

III. *Titles of office or respect, used with names of persons, should begin with capitals; as*, General Winfield Scott.

IV. *The words* I *and* O *should always be capital letters.*

LESSON 14.–EXERCISE.

DICTATION.

[See Note 4, page 212.]

1. Charles Sumner was a citizen of Massachusetts.
2. February, this year, begins on Wednesday.
3. My Uncle James sent me a present last Christmas.
4. My Aunt Kate is not your aunt.
5. When I was in New York I saw General Sherman.
6. The skating has been very fine this winter.

LESSON 15.–EXERCISE.

PRONUNCIATION.

ă	â ê	ă	â è
făt	fâre	hăve	hêir
bade	bear	lamb	lair
pamphlet	prayer	can	mare
chasm	chary	plaid	parent
frank	fairy	rarity	rarely
tassel	warehouse	random	where

LESSON 16.–EXERCISE.

WORDS OF SIMILAR SOUND.

Write these words in sentences according to directions in Lesson 5:

sun	son	fair	fare
dear	deer	pane	pain
thee	the	no	know
there	their	soar	sore

LESSON 17.—EXERCISE.

REARRANGEMENT.

Rearrange the following story:

Little Sammy the apple-tree was in, when by a fierce old goat came. Sam apples several at him threw to make away him go. The first one right on his head the goat hit; but hurt him not at all did it. The apple after went he, and it up ate.

Every apple at him that threw Sam the goat eat would, and Sam look would then at as to say if, "Good that is. Some more I want."

His dog Jack then called Sammy, and him told to away the goat chase. Jack at the goat ran and at him barked and him to bite tried; but the goat to Jack his head kept turning, so that to bite not him a chance could get Jack. At last of hearing bark Jack the goat grew tired, and thought he him knock hard one would give and away drive him.

So a two or step back he took, and then forward ran as he could hard as, Jack to hit. But when to where Jack had the place been his head came, not there was Jack; away jumped he had.

Going so fast was the goat that stop himself he could not, but over his head tumbled and down on his back came, with up in the air his legs sticking.

So hard laughed Sam that almost out of the tree fell he, and so glad was Jack that he jumped and barked, and the goat's legs to bite tried. The goat up at last got, and as far to the side other of the orchard walked over as could he go. Out down of the tree jumped Sammy then, and to tell his mother about it all ran.

LESSON 18.—EXERCISE.

STATEMENTS.

Answer these questions as fully as you can; a part of your answers should be oral, and a part written.

1. What do birds eat?
2. What do horses eat?
3. What do fish eat?
4. What animals are good to eat?
5. What fruits are good to eat?
6. What fish are good to eat?
7. What things are made of leather? Of glass? Of tin?

LESSON 19.—EXERCISE.

DESCRIPTION.

How many puppies do you see in this picture? Why do they look so surprised? What do you think the old dog is telling them? What else can you see in this picture?

LESSON 20.

ABBREVIATIONS AND INITIAL LETTERS.

James Abram Garfield	may	be	written	J. A. Garfield.
George Smith	"	"	"	Geo. Smith.
November	"	"	"	Nov.
Street	"	"	"	St.

One or more of the letters of a word, when followed by a period, may sometimes stand for the whole word. A word thus shortened is called an abbreviation.

The first letter of a word is an initial.

Write the names of five persons whom you know, abbreviating as many of the names as you can.

The abbreviations for the names of the months are:

Jan.	Apr.	Oct.
Feb.	Aug.	Nov.
Mar.	Sept.	Dec.

NOTE.—May, June, and July should not be abbreviated.

The customary abbreviations for the days of the week are:

Sun.	Tues.	Thurs.	Sat.
Mon.	Wed.	Fri.	

Mister	is abbreviated	to	Mr.
Mistress	"	"	" Mrs. (pronounced missis).
Doctor	"	"	" Dr.
Reverend	"	"	" Rev.
Esquire	"	"	" Esq.
Street	"	"	" St.
Avenue	"	"	" Ave.
Number	"	"	" No.

Remember that *an abbreviation always ends with a period.*

LESSON 21. — EXERCISE.

DICTATION.

Write the following from dictation, being careful to use the capitals and marks of punctuation correctly:

My name is Mary A. Jones. I shall be ten years old next Saturday. Susan, Eliza, Jennie, and Flora are four girls in our school. Rev. Geo. Richardson is a brother of Dr. Wm. Richardson.

LESSON 22.–EXERCISE.

PRONUNCIATION.

å	ä	å	ä
fåst	fär	clåsp	cälf
after	almond	dance	daunt
ant	aunt	draught	half
ask	arm	ghastly	haunt
bask	balm	grant	gaunt
caste	calm	grass	guard

LESSON 23.–EXERCISE.

DICTATION.

1. Queen Victoria usually resides at Windsor Castle.
2. We receive sugar, tobacco, spices, and tropical fruits from the West Indies.
3. Russia is the largest country of Europe.
4. The pupil, iris, and eyeball are parts of the eye.
5. Europe and the United States are nearly equal in size.

LESSON 24.—EXERCISE.

HOW TO WRITE THE NAMES OF PLACES.

1. Bishop School, Detroit, Michigan.
2. Massasoit House, Springfield, Massachusetts.
3. 329 Claverick St., Fort Wayne, Indiana, U. S. A.
4. Derby Academy, Derby, Orleans Co., Vermont.
5. Room No. 5, Conrad Building, No. 297 Westminster St., Providence, Rhode Island.

Copy carefully. Observe the order from the small to the larger in each of these examples. The last example might have been written, *Room No. 5 in Conrad Building at No. 297 Westminster St. in Providence in Rhode Island.*

In writing the name of a place, use a comma wherever *in*, *at*, or *of* is understood.

LESSON 25.—EXERCISE.

PUNCTUATION.

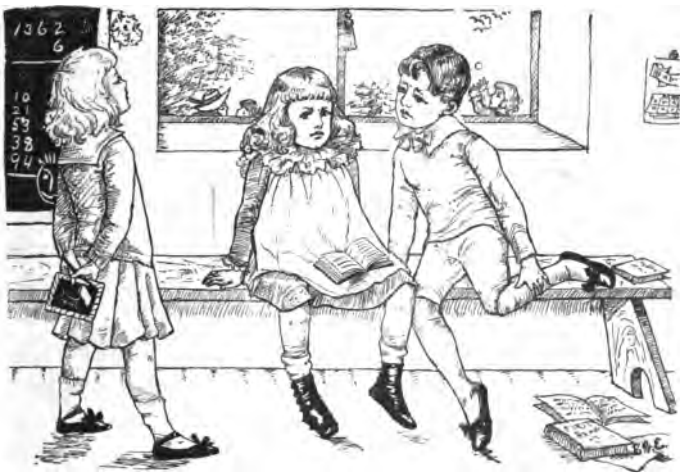
Copy the following, and insert marks of punctuation:

317 Pulsifer Ave Charlotteville Tenn.
No 419 Main St Winterport Waldo Co Maine.
Rooms of School Committee Mason St Boston Mass.
Grammar School No 39 New York City.
Prospect St is one of the fine streets of our city.
I attend Hoyt St school in East Saginaw Mich.
Rev Mr Smith invited Geo P Brown Esq to dinner.

Place a comma between "Brown" and "Esq" in the last sentence. *When a title of honor or respect is placed after a name, it should be separated from the name by a comma.*

LESSON 26.—EXERCISE.

DESCRIPTION.



QUESTIONS.

In what room do you think these children are? How many children are in the room? How many children do you see through the window? What are they doing? What are the children in the room doing? Why are they there? Do they seem to be happy? Where are their books? Which one of the children has a slate? What do you see upon the slate? What do you see upon the blackboard? What season of the year do you think it is? Why do you think so? What time of day do you suppose it is?

Do not copy the questions, but write one or more sentences in answer to each question. It will be better to combine some of your answers into single sentences.

LESSON 27. — EXERCISE.

REPRODUCTION.

[See Note 5, page 212.]

Write the following story in your own language. [The figures in the story refer to the "phraseology," p. 23.] *Begin all the leading words in a heading or title with capitals, and place a period at the end.*

THE WISE RAVEN.

A thirsty raven once found a pitcher [1]containing some water. He tried to reach it, but could not as his bill was [2]too short. He tried to break the pitcher, but [3]found it was too thick. Then he [4]concluded he would turn it over, but he had [5]not strength enough to do so. Finally [6]it occurred to him that he could [7]drop stones into the pitcher and thus [8]cause the water to rise. He put in [9]stone after stone until the water rose high enough for him to drink all he [10]wished.

QUESTIONS.

Was the pitcher full of water? How do you know this? How would the raven try to break the pitcher? What would happen if he turned the pitcher over? Why would the stones make the water rise in the pitcher? Can you now tell why the title of this fable is "The Wise Raven"? What is a fable? Do fables usually have morals? What is the moral of a fable? What lesson do you learn from this fable?

OUTLINE.

A thirsty raven found a pitcher of water.
He could not reach the water with his bill.
He tried to break the pitcher, but could not.

He could not turn it over.
He put in stones and was then able to drink.

PHRASEOLOGY.

1. Containing, having, holding. 2. Too short, not long enough. 3. Found, discovered, perceived. 4. Concluded, determined, decided, made up his mind. 5. Had not strength enough, was too weak. 6. It occurred to him, the thought came to him. 7. Drop, let fall. 8. Cause, make. 9. Stone after stone, one stone after another. 10. Wished, wanted, desired, cared for.

FIRST REPRODUCTION.

A thirsty raven once found a pitcher with some water in it. He sought to reach the water, but could not, as his bill was not long enough. He tried to break the pitcher, but soon found it was too thick to break. Then he decided to turn it over, but was not strong enough for that. At last the thought came to him that he might let some stones fall into the pitcher, and thus make the water rise. He put in one stone after another until the water came up so high that he could drink all he cared for.

SECOND REPRODUCTION.

A raven was once very thirsty. He came upon a pitcher with some water in it, and tried to reach it so as to quench his thirst. Much to his sorrow, he found the water was too low for him to get at it. "What shall I do?" thought he. "I will beat against the pitcher with my bill, and perhaps I can break it. Then I can get the water." The pitcher was too thick for this. "I will turn it over and drink the water

as it runs out," then thought he. But the pitcher was too heavy. "Oh, now I know what to do! Why did I not think of it before? I can keep putting in stones until the water rises high enough for me to reach it." He did this, and soon was able to drink all the water he wanted.

LESSON 28.—EXERCISE.

PRONUNCIATION.

å	ä	à	ë
åsk	fär	commånd	psälm
graft	hearth	France	salve
branch	laugh	ălgebrà	laundry
advànce	palm	piăzzà	pianist

LESSON 29.—EXERCISE.

DICTATION.

We are little airy creatures,
All of different voice and features.
One of us in gl*a*ss is set,
One of us you'll find in j*e*t,
Another you may see in t*i*n,
And the fourth a b*o*x within;
If my fifth you would pursue,
It can never fly from yo*u*.

Who are speaking?

The first word of every line of poetry begins with a capital letter.

LESSON 30.

DATES, MARGINS, AND HYPHENS.

Wed., Sept. 17, 1888.

9 A.M., Thursday, the 13th day of June, 1862.

Where are commas used in these examples? Is a comma ever used after an abbreviation? Is the period marking the abbreviation used also in such a case? Is a comma placed between the month and the day of the month?

The parts of a date should be separated by commas.

When you write on paper, or on a slate, leave a blank space at least half an inch wide at the left of your writing, and one-fourth of an inch at the right. These blank spaces are called margins. The one on the left is the left-hand margin, and the other is the right-hand margin. Be careful to begin each line at the proper place on the left-hand margin.

When a word is divided at the end of a line, a hyphen [-] *should be used to show that the remainder of the word is on the next line. In dividing a word, care should be taken to make the division between syllables.*

LESSON 31.

MARKS OF CORRECTION.

A caret [^] is used to show where some letter, word, or sign should be inserted; as,

omitted
A word has been in this sentence.
^

If a mark of punctuation has been omitted, place it in the nearer margin, beside an oblique line, or within a circle, and show its position by a caret; thus,

I live in Boston Mass ,/⊙/
^ ^

If a small letter should be a capital, draw three lines under it and write *Cap.* in the margin; thus,

washington. Cap.
≡

If a capital letter should be a small letter, draw an oblique line through it and write *l. c.* (*lower case*) in the nearer margin, thus:

Edison is a noted /Inventor. l. c./

If a wrong letter has been used, draw an oblique line through it and write the proper letter in the nearer margin, beside an oblique line, thus:

a/ Alw/ys write d/stinctly. i/

If a letter is to be omitted, draw an oblique line through it and put a character like this, δ (*dele*), beside an oblique line in the nearer margin, thus:

Do not omit marks of punctuation in writ/ting. δ/

Through a word or words to be omitted it is best to draw a waving line and place δ in the margin, thus:

A combination of words that expresses a
δ/ thought is ~~called~~ called a sentence.

Copy this exercise as here printed, and use the proper marks of correction:

what a good boy harry is! he likes to help his mother is
he kind to his Sister everybody loves Him i i wish other Boys were like him the parts of a a date shoulld bee separated by a comma there are siveral mestakes in this exercise

---

LESSON 32.–EXERCISE.

WORDS OF SIMILAR SOUND.

Write these words in sentences according to directions in Lesson 5:

blew	blue	write	right	read	red
not	knot	pail	pale	ate	eight
great	grate	lain	lane	nose	knows
tide	tied	arc	ark	hole	whole

LESSON 33.–EXERCISE.

PRONUNCIATION.

ă	å	ä
făt	fåst	färm
act	alås	army
babble	basket	bärgain
camel	casket	carpet
dampen	draft	darken
famish	fasten	father
cant	cast	can't

LESSON 34.—EXERCISE.

DESCRIPTION.

doing? What is the name of the first boy? What has he for a hat? Upon what is he playing? How does he hold it? What is the name of the second boy? What is he carrying? What is the dog doing?

LESSON 35.—EXERCISE.

PUNCTUATION.

Copy the following, and insert marks of punctuation:

Can you fly like a bird no, but I can run fast a boy can run and jump and play a girl can read sew and sing have you seen my new dress yes, I saw it yesterday.

A comma should generally be placed after yes *or* no *at the beginning of an answer.*

LESSON 36.—EXERCISE.

LETTER-WRITING.

Copy the following letters. Notice the punctuation and capitals, the margins, the paragraphs, and the position of each part of the letters.

Martinsville, Ohio,
May 2, 1883.

Dear Rex,—

Walter and I are making our garden. We raked up all the dead leaves yesterday, and to-day we have been spading it.

Don't you want to come and help us? Bring your express-wagon and we will haul stones for a fence.

Your friend,
Eddie Marshall.

Master Rex Hanstein.

Martinsville, Ohio,
May 3, 1883.

Dear Eddie,

If it is pleasant, I can spend next Saturday morning with you. Look for me about nine o'clock.

I have taught Max to draw my express-wagon. I will make him bring it, and we will have grand fun hauling stones.

Your friend,
Rex Hanstein.

Master Eddie Marshall.

LESSON 37.

DECLARATIVE SENTENCES.

Write sentences telling something about

a dog,	an apple,	a rainbow,
a man,	some boy in school.	

Tell the subject of the first sentence. Why is it the sub-

ject? What is the predicate of the first sentence? Why is it the predicate? Name the subject and the predicate of each sentence which you have written.

These sentences tell something.

A sentence which tells something is called a declarative sentence.

What kind of sentences, then, have you written?

Write five other declarative sentences.

A declarative sentence is followed by a period.

A declarative sentence is often called a statement.

LESSON 38.

INTERROGATIVE SENTENCES.

How many wings has a butterfly?
Will Ernest come to school to-morrow?
Did Rose know her lesson yesterday?
What rules for the use of the comma do you know?

These sentences do not tell anything; they ask a question.

A sentence which asks a question is called an interrogative sentence.

What kind of sentences are those at the head of the lesson? Why do you call them so?

An interrogative sentence is often called a question or an inquiry.

This mark [?] is used at the end of a question, and is called an interrogation point.

Do sentences begin with capital letters or small letters? What is put at the end of a declarative sentence? What is put at the end of an interrogative sentence?

How many interrogation points do you find on this page? How many interrogative sentences are there in this lesson? How many declarative sentences?

LESSON 39.—EXERCISE.

REARRANGEMENT.

Complete the lines at the left by joining to them the proper set of words in the list at the right:

BUSY CHILDREN.

Planting the	scatter the seeds,
Helping to	hens and the chickens,
Feeding the	corn and potatoes,
Freeing the	garden from weeds,
Caring for	are busy;
Driving the	work for us all.
We little children	doves and for pigeons,
Sure there is	horse to the stall,
Sweeping and	washing the dishes,
Bringing the	make up the bed,
Ironing, and	sewing and knitting,
Helping to	wood from the shed,
Taking good	lest she should fall,
Watching her	care of the baby,
We little children	are busy;
Yes, there is	work for us all.

LESSON 40.—EXERCISE.

REPRODUCTION.

The Fox and the Grapes.

A fox, just at the time of the vintage, [1]stole into a vineyard. The ripe sunny grapes [2]hung high above him on the trellised poles. He [3]longed to have a bunch. He [4]made many a spring and many a jump; but they were too high, and at last he had to [5]give up. [6]Going away, he [7]muttered to himself: "Well, [8]what does it matter? The grapes are sour!"

Questions.

What does vintage mean? At what season of the year does it take place? What is a vineyard? What are trellised poles? Did the fox really think the grapes were sour? Why, then, did he say so?

Reproduce the fable from the following outline:

A fox goes into a vineyard.
He jumps for some ripe grapes.
He cannot get them.
He goes away saying they are sour.

Phraseology.

1. Stole into, crept softly, made his way into. 2. Hung high, hung at a great height. 3. Longed, desired eagerly, wished much for. 4. Made many a spring and jump, leaped many times towards them. 5. Give it up, stop trying. 6. Going away, departing, leaving the vineyard, moving off. 7. Muttered, mumbled. 8. What does it matter, what matters it, no matter, who cares.

LESSON 41.—EXERCISE.

DESCRIPTION.

Can this little girl go out-doors? What may be the matter with her? Against what is she leaning? What is upon the stand beside her? Why is the window open? What does the little girl see upon the window-sill? She tells her troubles to the robin; what do you think she says?

LESSON 42.—EXERCISE.

WORDS OF SIMILAR SOUND.

Write these words in sentences according to directions in Lesson 5:

ware	wear	meat	meet
fir	fur	row	roe
him	hymn	hale	hail
stare	stair	four	fore
knew	new	bade	bad
knead	need	stairs	stares

LESSON 43.–EXERCISE.

LETTER-WRITING.

1. Write these letters from dictation:

816 HAYWARD ST., CHICAGO, ILL.,
Jan. 5, 1890.

MY DEAR SISTER,—

What do you think I am going to send you? A picture of good old Nero. Are you not surprised?

We took him to town yesterday to have his picture taken, and such a time as we had! For a long time he would not keep still, but barked and barked.

After a while he grew tired and then kept quiet long enough for us to get a very good picture. The artist said one of the ears was blurred, but that it was the best picture he had ever taken of a dog.

I will send it just as soon as it is finished.

Your affectionate sister,

EDITH STAPLES.

JACKSONVILLE, FLORIDA,
Jan. 20, 1890.

DEAR SISTER EDITH,—

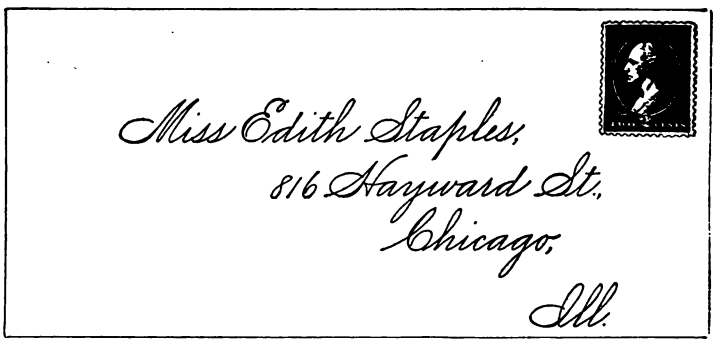
Your letter came several days ago, and I have been looking for the picture ever since. It came this morning, and I have it standing on the table before me. It is just like old Nero, and I almost expect to hear it bark. Thank you so much for it.

What do you suppose I have for a pet? A little alligator! He is making himself very much at home, on my table, as I write. I shall try to take him to you when I go home.

Your loving

WINNIE.

1. Direct your letter like this:



2. Write a letter to a friend, telling him of a present that you are about to send him.

3. Write a reply, acknowledging the gift.

LESSON 44.—EXERCISE.

PRONUNCIATION.

a̤	ŏ	a̤	ŏ
a̤wed	ŏdd	pa̤wed	pŏd
gaudy	God	pawned	pond
fawned	fond	sawed	sod
gnawed	nod	taught	topic
laud	logical	wrought	rotten
naughty	knotty	yawn	yon
faucet	fossil	nought	not
cough	coffee	sought	sot
hall	hollow	pall	policy
chalk	chock	thought	quantity

LESSON 45.—EXERCISE.

USE OF NOT.

Change the meaning of the following sentences by inserting the word *not*. Perhaps some other change may be necessary.

He knows his lesson.
Mary has her book with her.
She has torn her book.
They can find the place.
I am going home.
The bird sings merrily.
I bought some flowers.
Martin went home yesterday.
Have you a new Reader?
He said so.
Were you told what to do?
You have studied long enough.
The kite flew over the house.
You thought you were right.

EXAMPLE.

He knows his lesson.
He does not know his lesson.

LESSON 46.

CONTRACTIONS.

He doesn't know his lesson. I didn't go home.

Not is often contracted to *n't*, and joined to the word before it. An apostrophe ['] placed between the *n* and the *t* shows that the letter *o* has been omitted.

You have already learned that shortened forms in which a period is used are called abbreviations.

Shortened forms in which an apostrophe is used are called contractions.

The following are the words with which *not* may be combined in the contracted form:

is,	were,	had,	could,	do,
are,	has,	must,	would,	does,
was,	have,	might,	should,	did.

Write the foregoing words with *not* in the full form and again in the contracted form; as,

is not—isn't.

are not—aren't.

Forms in which the word "not" is used are called negative forms.

Use, in declarative sentences, each of the full negative forms which you have just written. Use them in interrogative sentences. Use, in declarative sentences, each of the contracted negative forms which you have written. Use them in interrogative sentences.

LESSON 47.

USE OF CERTAIN CONTRACTIONS.

Write three declarative sentences, each containing *wasn't.* Write three declarative sentences, each containing *wer'n't.* Write three interrogative sentences, each containing *wasn't.* Write three interrogative sentences, each containing *wer'n't.* Write three declarative, also three interrogative, sentences, each containing *doesn't.*

CAUTION I. *Can't, sha'n't, won't,* may be used in conversation, but ought not to be used in writing. They are pronounced *cān't, shā'n't, wōn't.*

CAUTION II. Be careful not to say *don't* for *doesn't.* How can you tell which to use?

CAUTION III. Never say *ain't, hain't, 'tain't,* nor *mayn't.*

CAUTION IV. Never use *wa'n't* for *wasn't,* or *wer'n't.*

LESSON 48.—EXERCISE.

DESCRIPTION.

QUESTIONS.

Are these dogs alike? How do they differ in size? In color? As to hair? Are their ears alike? What is the trouble between them? How do you think it will end?

LESSON 49.—EXERCISE.

PRONUNCIATION.

ē ĭ	ē ï	ē ĭ	ē ï
ērr	ēve	prefēr	polïce
certain	creek	sērvice	suite
ērmine	either	resērve	receipt
girl	eaves	servant	sleek
irksome	lēver	thirsty	treason
myrtle	machine	vĭrgin	veal

LESSON 50.—EXERCISE.

REPRODUCTION.

THE FOX AND THE GOAT.

A fox was once [1]drinking at an open well when he suddenly [2]fell in. The water was [3]not deep enough to drown him, but he found that he could not [4]climb out. [5]He had not been there long when a goat came to the well and [6]asked if the water was good to drink. [7]"Excellent," [8]answered the fox, "and there is [9]plenty of it." The goat was very thirsty, and so he jumped in [10]at once. The fox then [11]made use of the goat's back as a stepping-stone, and leaped out exclaiming, [12]"What a pity your brains are [13]not equal to your beard!"

QUESTIONS.

Was the well a deep one? Was it full of water? Why would it not be easy for the fox to get out? Why did not the goat drink without jumping in? Was he wise or foolish? What does the expression "made use of the goat's back as a stepping-stone" mean? What did the fox mean by his last remark to the goat? Has the fox a beard? What do you suppose became of the goat? What two qualities of the fox are shown by this fable?

OUTLINE.

A thirsty fox drinking at an open well fell in, but was not drowned.

A goat came by and was persuaded by the fox to jump in and drink.

The fox leaped upon the goat's back and then out of the well.

The fox then taunted the goat with his lack of wisdom.

PHRASEOLOGY.

1. Drinking, quenching his thirst, getting a drink. 2. Fell, tumbled. 3. Not deep enough, too shallow, not above his head. 4. Climb out, make his escape. 5. He had not been there long, soon after, after a short time, before long, not long after. 6. Asked, inquired, wanted to know. 7. Excellent, very good, could not be better. 8. Answered, replied, said, was the answer. 9. Plenty of it, a great abundance, a large supply. 10. At once, immediately, without stopping to think. 11. Made use of the goat's back, stepped or leaped upon his back. 12. What a pity, it is too bad, it is a great pity. 13. Not equal to, not so good as, inferior to.

LESSON 51.—EXERCISE.

REARRANGEMENT.

Unite the following broken lines so as to form stanzas of four lines each:

The merry mice
The rogues come out
and play.
But when the house

is still at night,
stay in their holes
And hide themselves
by day;

they trot about,
Now here, now there,
they peep,
While we are

In every hole
fast asleep.
To see what they can
find to eat

They drink the milk and cheese;
we set for cream, They nibble bread
And taste of all upon the pantry shelf,
They climb they please.

But if they chance to hide themselves,
Off, off they go to hear the cat,
As fast as Their feast
will soon be done; they can run.

LESSON 52.—EXERCISE.

PRONUNCIATION.

ĕ	ē ī	ĕ	ī ē
ĕnd	ērr	dĕsk	dīrt
again	alert	dress	dirge
against	assert	edge	herb
berry	berth	enemy	ēarnest
check	bird	epoch	expērt
deaf	defēr	error	earl

LESSON 53.—EXERCISE.

LETTER-WRITING.

1. Write a letter to your father or mother about your school work.

2. Write to some young friend about your school work.

Would you write to your father just as you would to your playmate?

LESSON 54.

IMPERATIVE SENTENCES.

1. Be still. 2. May happiness always attend you.
3. Please write soon.

Is any one of these sentences a statement? Is any one of them a question? The first sentence expresses a command; the second expresses a wish; and the third, a request.

A sentence which expresses a command, a wish, or a request, is called an imperative sentence.

What is the subject of the first sentence? Of the second? Of the third?

The subject of an imperative sentence is generally omitted, and, in such case, is said to be understood.

An imperative sentence is followed by a period.

Write ten imperative sentences.

LESSON 55.

EXCLAMATORY SENTENCES.

1. How kind you are! 2. Oh, how sad I feel!
3. What a singular thing that was!
4. You are very kind. 5. I feel very sad.
6. That was a very singular thing.

Are any of these sentences imperative sentences? Are any of them interrogative sentences? Which of them are

declarative sentences? Which express feeling more strongly, the first three or the second three?

A sentence which strongly expresses surprise, joy, grief, or other feeling, is called an exclamatory sentence.

What kind of sentences, then, are the first three at the head of this lesson? By what is each one followed?

An exclamatory sentence is followed by an exclamation point.

Tell which of the following sentences is declarative, which interrogative, which imperative, which exclamatory:

How magnificent are some of the trees in California!
The alligator is a large reptile. Speak distinctly.
Do you know who discovered Florida?

LESSON 56.

CONTRACTIONS.

There are many contractions of familiar words besides those with *not;* as,

I'm, for I am;	where's, for where is;
I'll, for I will;	what's, for what is;
I've, for I have;	there's, for there is;
we're, for we are;	it's or 'tis, for it is.
sup't, for superintendent;	acc't, for account;
rec'd, for received;	gov't, for government.

In some contractions the apostrophe shows the omission of several letters.

Find in your Reader five contractions without *not.*
Write ten sentences in which you use contractions.

LESSON 57.—EXERCISE.

IMPERATIVE AND EXCLAMATORY SENTENCES.

Write five imperative sentences suggested by this picture.

Write three exclamatory sentences suggested by this picture.

EXAMPLES.

Make haste, Rover.

What a pretty scene this is!

Use the following words in sentences expressing a command, a request, or an exclamation:

pardon	trust	lend	see
answer	give	look	endeavor
thank	help	obey	take

Use the following words in statements or questions which refer to the picture above:

go	fine	sweet	beautiful	come
study	write	kind	noble	fearful

LESSON 58.—EXERCISE.

DRILL EXERCISE.

[Let the class read this exercise aloud many times.]

[See Note 3, page 213.]

I don't know.
I do not know.

You don't know.
You do not know.

He doesn't know.
He does not know.

I am not ready.
You are not ready.
He is not ready.
He isn't ready.
We are not ready.
We ar'n't ready.
You ar'n't ready.
They are not ready.
They ar'n't ready.

I wasn't there.
You wer'n't there.
He wasn't there.
We wer'n't there.
They wer'n't there.

Wasn't I there?
Wer'n't you there?
Wasn't he there?

We don't know.
We do not know.

You don't know.
You do not know.

They don't know.
They do not know.

Am I not ready?
Are you not ready?
Is he not ready?
Isn't he ready?
Are we not ready?
Ar'n't we ready?
Ar'n't you ready?
Are they not ready?
Ar'n't they ready?

I was not there.
You were not there.
He was not there.
We were not there.
They were not there.

Was I not there?
Were you not there?
Was he not there?

LESSON 59.—EXERCISE.

How many persons in this picture? What else do you see? Who is the man? What is each person doing? Tell what you think the girl is saying, and what the boy is whispering to her.

LESSON 60.—EXERCISE.

WORDS OF SIMILAR SOUND.

Write these words in sentences according to directions in Lesson 5.

dew	due	earn	urn
hoes	hose	him	hymn
herd	heard	hire	higher

LESSON 61.—EXERCISE.

PRONUNCIATION.

ī	ĭ	ī	ĭ
pīne	pĭn	thrīve	trĭbute
aisle	Ĭtalian	Gentile	guinea
bind	been	horizon	hostile
choir	pretty	fortnight	favorite
fīnis	English	tiny	livelong

LESSON 62.—EXERCISE.

LETTER-WRITING.

1. Write to a young friend, asking him [or her] to spend a few weeks of the next vacation with you.
2. Write a suitable letter, accepting the invitation.
3. Write a letter, declining the invitation.

LESSON 63.—EXERCISE.

PUNCTUATION.

Write the following according to directions in Lesson 21:

has willie a drum and fife yes he has a drum fife and gun may i walk with you a little way yes i shall be glad to have your company dogs cats horses and cows are domestic animals bears wolves foxes and squirrels are wild animals the farmer raises wheat corn rye and potatoes can you think of other things that are raised on a farm

LESSON 64.—EXERCISE.

REPRODUCTION.

THE FOX AND THE BRAMBLE.

A fox, in 'climbing a wall, was about to fall, and 'caught hold of a 'bramble 'to save himself. Having pricked and 'torn the soles of his feet, he 'accused the bramble of 'treating him badly when he had gone to him for 'assistance. The bramble 'interrupted his complaints by saying to him, "You really were very "foolish to "fasten yourself on me, who am myself "accustomed always to fasten upon others."

PHRASEOLOGY.

1. Climbing, clambering, trying to get up. 2. Caught hold of, seized, grasped. 3. Bramble, thorn, brier. 4. To save himself, to prevent this, as a means of preventing this. 5. Torn, lacerated, wounded. 6. Accused, charged, found fault with. 7. Treating him badly, ill-treating him. 8. Assistance, help, aid. 9. Interrupted, broke in upon, broke off, made an end to. 10. Foolish, unwise, thoughtless. 11. Fasten, take hold of, grasp, attach yourself to. 12. Accustomed, used, wont.

LESSON 65.—EXERCISE.

REVIEW.

Arrange these words so that each group shall express a thought; punctuate each sentence properly, and tell what kind of sentence it is:

1. think rain long it will before I
2. is where Companion published Youth's The

3. is beautiful how rose that
4. my aches how oh head
5. letter morning we to glad receive were your this
6. Detroit from far Lansing is how to it
7. to-day time seemed how short has the lesson our for
8. is how moving train the fast
9. school excused earlier we to-day than were usual from
10. are we have to lesson going singing now a
11. make do noise not a
12. basket paper into that throw the

LESSON 66.

ABBREVIATIONS.

Learn the meaning of the following signs and abbreviations:

¢, cts.	for	cents.	bu.	for	bushel.
$	"	dollars.	cwt.	"	hundred-weight.
lb.	"	pound.	oz.	"	ounce.
bbl.	"	barrel.	yd.	"	yard.
P. O.	"	post-office.	A.M. [or a.m.]	"	forenoon.
Col.	"	Colonel.	M. [or m.]	"	noon.
Gen.	"	General.	P.M. [or p.m.]	"	afternoon.
c/o	"	care of.	etc. for and so forth.		

A.M. and P.M. must be used only with numerals denoting the hour; otherwise forenoon, or morning, and afternoon should be written; as,

The train arrives at 4 P.M.

I will call this afternoon.

Write sentences containing each of these signs and abbreviations.

LESSON 67.—EXERCISE.

LETTER-WRITING.

1. Write a letter giving an account of an excursion which you have taken, or of a visit you have made.

2. Write a letter containing an account of the manner in which you spent one day of your last vacation.

LESSON 68.—EXERCISE.

PRONUNCIATION.

ȯ	ŏ	ȯ ŭ	ŏ
ȯne	ŏdd	nȯthing	nŏvel
bomb	bŏrrow	numb	nonsense
bellows	blotch	none	robin
comely	Gospel	other	solace
done	gone	some	sonnet
front	frontier	son	soft
mother	moss	won	wrong

LESSON 69.—EXERCISE.

PUNCTUATION.

Copy the following, and insert marks of punctuation:

Barnum's great show is coming to our town in July the animals are kept in cages a man goes into the cage with the lion Jumbo is dead there are elephants lions tigers hyenas kangaroos and gorillas in great number in Barnum's menagerie have you ever seen them yes I saw them once.

LESSON 70. — EXERCISE.

DICTATION.

Write the following letter from dictation:

SEA VIEW, OLD ORCHARD, ME.,
Aug. 18, 1888.

MY DEAR NELLIE,

How I wish you were here with us. The hotel where we are staying is very near the ocean, and we can watch the steamers from our window.

Jamie and I have a rowboat to use whenever we please, and I can row a little now. Yesterday, papa took us out fishing, and we were gone all day. Jamie caught seven perch and five bass. I should have caught some, too, I am sure; but a great slippery eel got on my hook. Such a time as we had with him! Papa could hardly hold him long enough to take him off, and I was afraid to fish any longer.

I am gathering all the pretty shells that I can find, and shall give some of them to you. I have some star-fish and sea-urchins, too. We found them on the beach one day, when we took a long walk.

It is such fun to watch the waves when the tide is coming in. I play "catch" with them, and the other day they were too quick for me and dashed spray all over my dress.

Give my love to Ethel, and write me a letter soon.

Your loving friend,

MAGGIE HUDSON.

Miss Nellie Sykes,
49 Miami Ave.,
Detroit, Mich.

LESSON 71.—EXERCISE.

PARTS OF THINGS.

Complete these sentences:

The parts of a house are
The parts of a cat's paw are
The parts of a tree are
The days of the week are
The months are
The seasons are
The periods of the day are
The chief points of the compass are

LESSON 72.—EXERCISE.

PRONUNCIATION.

ō	ŏ	ō	ŏ ạ
ōld	ŏdd	knōll	ŏffice
atrōcious	atrocity	onyx	ŏnerous
brooch	docile	portrait	process
dōnor	dollar	pōrtion	product
forge	forage	worn	wander
florist	florid	oppōnent	yacht

LESSON 73.—EXERCISE.

LETTER-WRITING.

1. Write a letter to a friend whom you have recently visited.
2. Write a letter in reply to that which you have written.

Each letter should contain at least one hundred words.

LESSON 74.—EXERCISE.

WORDS OF SIMILAR SOUND.

Write these words in sentences so as to show their different meanings:

pair	pare	pear
cent	sent	scent
road	rode	rowed
sight	cite	site
two	too	to
rain	reign[4]	rein
meat	meet	mete
sees	seize	seas
raise	rays	raze
aisle	isle	I'll

LESSON 75.—EXERCISE.

REPRODUCTION.

THE FARMER AND THE STORK.

A farmer had sown his fields with grain, and was [1]greatly troubled by cranes, which came and [2]picked up all his seed before it had time to [3]grow. He [4]determined to [5]get rid of them, and placed [6]a number of nets about the fields. He thus [7]caught the cranes, and one morning found a stork [8]among them. [9]In attempting [10]to make his escape, the stork had broken one of his legs. He earnestly [11]besought the farmer to let him go. [12]"Take pity upon my broken limb," said he. [13]"Then, too, I am a stork; I am no crane. I am a bird of the best character. Just look at my feathers

and you will be [16]convinced; for they do not [15]at all [16]resemble those of a crane." The farmer only laughed at his [17]entreaties, and said: [18]"This may all be true, but [19]as I have caught you with these [20]rascally cranes, you must [21]suffer with them."

OUTLINE.

Some cranes ate the grain from a farmer's field.
The farmer placed nets for them.
He caught a stork among them.
The stork begged to be released.
The farmer refused.

PHRASEOLOGY.

1. Greatly troubled, much annoyed, vexed. 2. Picked up, devoured, ate. 3. Grow, take root. 4. Determined, resolved, made up his mind, decided. 5. Get rid of, drive off, free himself from. 6. A number of, several. 7. Caught, secured, captured. 8. Among them, in their company. 9. In attempting, while endeavoring, trying, seeking. 10. To make his escape, to free himself, to get out of the net, to break loose. 11. Besought, entreated, begged, prayed. 12. Take pity, have compassion, be merciful. 13. Then, too, besides, moreover. 14. Convinced, see, be certain, find it true. 15. At all, in the least, in any way. 16. Resemble, look like, appear like. 17. Entreaties, beseeching words. 18. This may all be true, it may be as you say, the case may be as you put it. 19. As I have caught you, as you have been taken. 20. Rascally, thievish, knavish. 21. Suffer with them, be punished as they are, receive the same punishment.

What is the moral of this fable? Relate a story and write another fable, each having the same moral as this fable.

LESSON 76.- EXERCISE.

PRONUNCIATION.

o͞o o̤	o͝o o̤ ṳ	o͞o o̤	o͝o o̤ ṳ
fo͞od	fo͝ot	do̤	fṳll
boon	bo̤som	doom	pull
brood	brook	goose	good
booty	book	groom	hood
canoe	could	hoof	hook
broom	crook	poodle	put

LESSON 77.—EXERCISE.

LETTER-WRITING.

1. Suppose that your mother is ill, and that you must stay away from school for a few days. Write a note to be taken by a classmate to your teacher explaining your absence. Below and at the left of the address write the words, "Kindness of," followed by your classmate's name.

2. Suppose that you have received a book from an uncle as a birthday present. Write a letter thanking him for it.

LESSON 78.—EXERCISE.

WORDS OF SIMILAR SOUND.

Write these words in sentences according to directions in Lesson 5:

plain	plane	break	brake
flour	flower	prey	pray
groan	grown	rose	rows
heel	heal	idle	idol
flew	flue	creek	creak

LESSON 79.—EXERCISE.

DESCRIPTION.

This is a picture of a little boy riding in a wheelbarrow. In his right hand he holds his papa's cane, with a string tied to it for a whip. The little boy holds a ribbon in each hand. These ribbons are tied around the neck of a kitten, which is sitting beside the wheelbarrow. The little boy calls the kitten his horse. The boy is having a good time.

Write another description of this picture.

LESSON 80.—EXERCISE.

REPRODUCTION.

THE PET LAMB.

The dew was falling fast, the stars began to blink;
I heard a voice, it said, "Drink, pretty creature, drink!"
And, looking o'er the hedge, before me I espied
A snow-white mountain lamb with a maiden at its side.

No other sheep was near, the lamb was all alone,
And by a slender cord was tethered to a stone;
With one knee on the grass did the little maiden kneel,
While to that mountain lamb she gave its evening meal.

The lamb, while from her hand he thus his supper took,
Seemed to feast with head and ears, and his tail with pleasure shook.
"Drink, pretty creature, drink," she said in such a tone
That I almost received her heart into my own.

"What ails thee, young one—what? Why pull so at thy cord?
Is it not well with thee—well, both for bed and board?
Thy plot of grass is soft, and green as grass can be;
Rest, little young one, rest; what is't that aileth thee?

"Thou knowest that twice a day I have brought thee, in this can,
Fresh water from the brook, as clear as ever ran;
And twice in the day, when the ground is wet with dew,
I bring thee draughts of milk—warm milk it is and new.

"Here thou needest not dread the eagle in the sky;
Night and day thou art safe—our cottage is hard by.
Why bleat so after me? Why pull so at thy chain?
Sleep—and at break of day I will come to thee again."

—WORDSWORTH.

QUESTIONS.

What time of day is indicated by the first line? Was it summer or winter? What is meant by "the stars began to blink?" Of what is "o'er" a contraction? What words mean the same as "espied?" What does "tethered" mean? What does the last line of the third stanza mean? Of what is "is't," in the fourth stanza, a contraction? How could an eagle harm a lamb? What does "hard by" mean?

Write the story in prose. You may change the order of the words as much as you please, and the words themselves somewhat. Perhaps the first stanza of the poem will read like this in the prose form in which you write it:

The dew was falling fast and the stars had appeared when I heard a voice saying, "Drink, pretty creature, drink." I looked over the hedge and saw a snow-white lamb with a little girl at its side.

LESSON 81.—EXERCISE.

PRONUNCIATION.

o͞o o̤	ū	o͞o o̤	ū	o͞o o̤	ū
fo͞od	fu̇ry	lo͞ose	lūte	mo͞on	mūle
doom	adieu	gloom	glue	move	music
behoove	blue	canoe	juice	prove	pure
bouquet	beauty	tomb	tune	root	suit
courier	clue	do	duty	routine	Tuesday

LESSON 82.

USES OF THE COMMA.

Julia, is your brother coming to school to-day?
I think, James, that you should have been more careful.

The name of the person spoken to should be separated from the rest of the sentence by a comma or commas.

O John, I am very glad to see you. Oh, here they come!

Use O, *without a comma, before the name of a person spoken to, but use* Oh *in all other cases.*

LESSON 83.—EXERCISE.

LETTER-WRITING.

Write the following from dictation:

Wednesday Morning, May 4, 1887.

DEAR MISS HOLGATE,

Please excuse Richard's absence to-day. He is not feeling well enough to attend school.

Respectfully,

HARRIET L. LOOMIS.

Miss Julia Holgate,
Doyle Ave. School, City.

1. Write a letter to a young friend, and invite him to go with you to a ball-game on Saturday.

2. Write to a classmate, and ask him to go fishing with you. Describe the place to which you intend going.

3. Write a note to be sent to the grocer for groceries.

LESSON 84.

MODIFIERS.

1. The man struck.
2. The man struck the boy.
3. The man Smith struck the boy James.
4. The passionate man, Smith, struck the little boy, James.
5. The passionate man, Smith, not controlling his anger, struck the little boy, James, on the head with a whip for not answering him respectfully.

The first sentence expresses the principal thought. The second sentence tells *whom* the man struck. In the third sentence the words *Smith* and *James* tell which man and which boy. In the fourth sentence, the word *passionate* describes the man, and the word *little*, the boy. In the fifth sentence, *not controlling his anger* explains how the man came to strike the boy. *On the head* tells where he struck him. *With a whip* tells with what he struck him. *For not answering him respectfully* tells why he struck him.

Words which vary the thought expressed by other words are called modifiers.

EXAMPLES: The words *Smith, passionate, little,* in the sentences above are modifiers. Why?

A subject or a predicate without modifiers is called a simple subject or a simple predicate.

EXAMPLE: "Birds sing." In this sentence, the simple subject is the word *birds;* the simple predicate is the word *sing.*

The simple subject with its modifiers is called the modified subject. The simple predicate with its modifiers is called the modified predicate.

EXAMPLE: "The joyous little birds sing merrily in the

grove." The enlarged subject is *The joyous little birds;* the enlarged predicate, *sing merrily in the grove.*

Enlarge the subjects and the predicates of the following sentences by the addition of suitable modifiers.

People love.	The babe cries.	Lions roar.
The birds fly.	Mother cares.	The tree bears fruit.

LESSON 85.—EXERCISE.

PUNCTUATION.

may i go with you to see the hens yes i am going now we must go to dinner at 12 o'clock when does the lecture begin at 8 o'clock P M o mary it is time to go to school where are my books oh here they are

Notice how "o'clock" is written.

LESSON 86.—EXERCISE.

PRONUNCIATION.

u̯ ew	ū ew	u̯	ū ew
accrue	dūty	ruin	nūisance
brew	dew	ruler	during
ruble	constitution	rumor	news
ruby	elude	rural	pews
rude	institute	rudiment	puny

LESSON 87.—EXERCISE.

PARTS OF THINGS.

Name the parts of the following things:

Door, chair, day, flower, bedstead, whip, knife, book, tree, window, stove, plant.

LESSON 88.

REVIEW.

1. What is a sentence?
2. What is a declarative sentence?
3. What is an interrogative sentence?
4. What is the subject of a sentence?
5. What is the predicate of a sentence?
6. What is a series? How is a series punctuated?
7. Give four rules for the use of capital letters.
8. What is an abbreviation?
9. What is an initial?
10. By what is an abbreviation or an initial followed?
11. How are commas used in the names of places?
12. When should a title be separated by a comma from the name with which it is used?
13. How is the comma used in writing dates?
14. For what purpose is a hyphen used?
15. How should every statement end?
16. How should every question end?
17. What mark of punctuation is used to denote a contraction? What is the difference between a contraction and an abbreviation? What cautions are given in reference to the use of contractions?
18. How should every imperative sentence end?
19. How should every exclamatory sentence end?
20. What are modifiers?
21. What is a simple subject? A modified subject?
22. What is a simple predicate? A modified predicate?

PART II.

LESSON 89.

THE NOUN.

Write the names of five things to be seen

in the school-room,
at home,
on the way to school.

A word used as a name is called a noun.

How many nouns have you written?

The mountain is covered with snow.
In winter boys skate on the ice in the river.
In summer farmers cut the grass and make hay.
Grammar and arithmetic are taught in our school.

Name the nouns in the sentences above.
Name the nouns in your geography lesson to-day.
Name the nouns in your arithmetic lesson.
Name the nouns in the first paragraph of the reading lesson.

LESSON 90.—EXERCISE.

REPRODUCTION.

The Stag at the Pool.

A stag was drinking from a pool, when he [1]chanced to see his [2]reflection in the clear water. "What large, graceful [3]antlers I have," thought he; [4]"truly, I [5]might well be proud of them. But how slender and weak-looking are my legs; [6]how I wish I had large, fine ones like the ox!"

[7]Just then he saw a lion [8]about to spring upon him, and, [9]making use of his [10]fleet but despised legs, he soon [11]out-distanced [12]him. Unfortunately for him, [13]though, he [14]turned aside from the open plain into a forest, where his antlers, of which he had been so proud, soon became [15]entangled in the thick [16]underbrush. He could not [17]free himself, and the lion caught him there.

Questions.

For what is a stag noted? What is a reflection? Where can reflections be seen? Suppose a stag had legs like an ox, how would it be worse for him? What are some of the characteristics of a lion? What is the moral of this fable? Under what circumstances will young people do well to remember it?

Phraseology.

1. Chanced, happened. 2. Reflection, image, shadow. 3. Antlers, horns. 4. Truly, in truth, indeed. 5. Might well be, have a right to be, have cause to be. 6. How I wish, how glad I would be if, how I long for. 7. Just then, at that moment, at that instant. 8. About to, on the point of,

starting to. 9. Making use of, by means of, by the help of. 10. Fleet, swift. 11. Out-distanced, outran, left far behind. 12. Him, his pursuer. 13. Though, however. 14. Turned aside, left. 15. Entangled, caught, fastened. 16. Underbrush, undergrowth, low thicket. 17. Free himself, disentangle his horns, escape.

LESSON 91.—EXERCISE.

DESCRIPTION AND NARRATION.

[See Note 7, page 213.]

1. Describe this picture orally.
2. Write a description of the picture.
3. Write a story suggested by the picture.

LESSON 92.

LETTER-WRITING.

Copy the following letter:

908 PARADE ST., CHICAGO,
May 8, 1889.

Mr. E. L. HAZARD,
879 State St., City.

DEAR SIR,—While some of us were playing foot-ball on the lot next to yours, the ball accidentally struck and broke one of your barn windows. We are very sorry this has happened, and we have sent a man to your house, who, with your permission, will put in a new pane of glass.

Yours respectfully,
LEE HOFFMAN.

A letter has four parts: the heading, the introduction, the body, the conclusion.

The heading consists of two parts: 1st, the name of the place where the letter is written; 2d, the date when it is written.

The introduction usually consists of two parts: 1st, the address, containing the name of the person to whom the letter is written, and that of the place to which it is to be sent; 2d, the salutation, or the words of greeting which introduce the body of the letter.

The body is the main part, and contains what is told or asked.

The conclusion consists of two parts: 1st, the complimentary close, or the words of courtesy or affection which follow the body of the letter; 2d, the signature, or name of the writer.

QUESTIONS.

What is the heading of the letter on the preceding page? Where is it written? How is it punctuated? What is the introduction? What part of it is the address? How is it punctuated? How are the lines arranged? What is the salutation? Where is it written? How is it punctuated? With what word does the body of this letter begin? Where is the first word written? What is the last word of the body of the letter? What is the conclusion? Where is it written? Which part is the complimentary close? How is it punctuated? Which word is written with a capital? What part is the signature? How is it punctuated?

LESSON 93.—EXERCISE.

PRONUNCIATION.

Pronounce distinctly the final consonant in the following words:

ballad	ballot	need	neat
bead	beet	ride	right
feed	feet	sighed	sight
heed	heat	seed	seat
hide	height	tied	tight

LESSON 94.—EXERCISE.

WORDS OF SIMILAR SOUND.

cells	sells	steal	steel
one	won	none	nun
wood	would	shone	shown
capital	capitol	canvas	canvass

LESSON 95.

COMMON AND PROPER NOUNS.

In a boat are Sadie Grant, Sarah Brayton, Rachel Mowry, Martha Robinson, William Gorman, Alfred Peterson, David Crocket, Joseph Bush, and Samuel Henderson.

How many girls are there in the boat? How many boys? How many persons altogether?

To how many in the boat may the name *person* be applied? To how many may the name *boy* be applied? To how many may the name *David Crocket* be applied?

Some names may be applied to each of several persons, while other names are applied to one person only.

When a name, like *boy*, is applied to each of several persons, we say that it is common to them.

When a name, like *David Crocket*, is applied to one person only, we say that it is his proper name.

A name that may be applied to any one of a class of persons or things is called a common noun; as,

boy, girl, dog, city, river.

A name by which some particular one of a class is known from others of the same class is called a proper noun; as,

Mary, Fido, New York, Hudson, David Crocket.

Which of the nouns in the sentences below are common nouns, and which are proper nouns?

In Pennsylvania there are many coal-mines.

The St. Lawrence is a large river.

The waves of the ocean roll very high.

The Atlantic Ocean is between America and Europe.

LESSON 96.

QUOTATIONS.

1. Johnnie, mother says, "Come into the house at once."

2. Mary, tell mother that father said I might go to ride with Robert.

In the first sentence, Mary has told her brother just what their mother said. She has repeated the exact words of her mother.

When the words of another are repeated they are said to be quoted, and the words quoted are called a *quotation.* The marks placed before and after the quotation are called *quotation marks.* Notice the form of these marks in the first sentence at the head of this lesson.

When the exact words of another are written or printed they should be enclosed in quotation marks.

In the second sentence above, the exact words of the father are not given, hence quotation marks are not used.

Describe quotation marks. How do those at the beginning differ from those at the end of a quotation? For what purpose are quotation marks used?

LESSON 97.

USE OF QUOTATION MARKS.

At the beginning of a journey two friends said, "We will stand by each other in every danger."

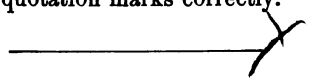
Before long a bear was seen coming towards them. One of the men quickly climbed a tree and left the other alone.

The latter threw himself upon the ground, held his breath, and pretended to be dead. The bear came up to the man, smelled of him a moment, and at last retreated, leaving him unharmed. The trick of pretending to be dead had saved him. He arose, and his friend came down from the tree.

"What secret did the bear whisper in your ear?" exclaimed the latter.

"I will tell you," replied the other. "He said, 'Do not consider any one to be your friend who leaves you in time of danger.'"

Notice the use of quotation marks in this story. Write this story from memory, using quotation marks correctly.



LESSON 98.

QUOTATION MARKS—RULES.

I. *When the exact words of another are written or printed they should be enclosed in quotation marks.*

II. *When a quotation is a complete sentence the first word should begin with a capital.*

III. *A quotation which is included within a quotation should be enclosed in single quotation marks.*

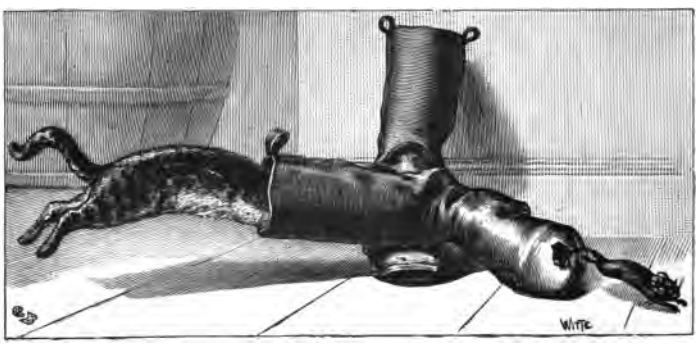
IV. *A short quotation should be separated by a comma from the words which introduce it.*

V. *Words not quoted, joined to a quotation at its beginning or its end, or introduced within it, should be separated from the quotation by commas.*

See if the punctuation in the last lesson agrees with these rules. Which rule is illustrated in each use of quotation marks?

LESSON 99.—EXERCISE.

DESCRIPTION AND NARRATION.



Describe this picture.

Tell the story of the chase and the escape.

LESSON 100.—EXERCISE.

CLASSES OF OBJECTS.

Tell to what class, or group of similar things, each of the following objects belongs:

stove	rose	celery	cherry
horse	lark	bread	rubber
coat	trunk	clock	flour
kite	compass	root	head
herring	yard	spade	brig

EXAMPLES.

The slate is an article used in school. The rose is a flower.

LESSON 101.—EXERCISE.

WORDS TO BE DISTINGUISHED.

RISE AND RAISE.

"To rise" means to get up.
"To raise" means to lift up or to cause to grow.

The forms of these words are *rise*, *rises*, *rising*, *rose*, *risen*; *raise*, *raises*, *raising*, *raised*.

Fill each of the blank spaces with some form of *rise* or *raise*:

The gardener has . . . . a great many vegetables this year.
They said they should . . . . with the sun.
The sun . . . . earlier every morning now.
He . . . . the box carefully, but found it empty.
The river . . . . so high that many houses were flooded.
She was too badly hurt to . . . .
They all . . . when she entered the room.
They had already . . . . to go when it struck nine.
The stone was so heavy the men could not . . . . it.
The water of the Nile . . . . and overflows its banks.
The boy fell overboard, but the sailors caught him the first time he . . . .

LESSON 102.

PROPER NAMES.

Write your name on your slate. What part of your name is the same as that of the rest of your family? By what part of your name are you known from others of your family?

The part of a person's name written last, and belonging to all the family, is called the surname; as the word *Smith*, in the name *Peter Smith*.

The part of a person's name by which he is known from other members of the same family, is called his given or Christian name; as the word *George*, in the name *George Robinson.*

One pupil may write on the board the Christian name of each member of the class. Another may write the surname.

Each word that is part of the name of a person should begin with a capital; as, William Henry Harrison.

LESSON 103.—EXERCISE.

PROPER NAMES.

George	Geo.	Turkey	Turkish
William	Wm.	Europe	European
Charles	Chas.	Spain	Spanish
Pennsylvania	Penn.	America	American
North Carolina	N. C.	Egypt	Egyptian

Observe the use of capital letters in the preceding words.

A proper noun, an abbreviation of a proper noun, or a word derived from a proper noun should begin with a capital letter.

Write the names of ten of your friends and a list of the members of your family. Begin each word with a capital letter; put a comma after each name except the last, where a period should be placed. Make a similar list of lawyers, farmers, blacksmiths, merchants, doctors, authors.

Beacon Street is a street in the city of Boston.
New York is the largest city in America.
New York City is in the state of New York.

Observe the use of capital letters in the preceding sentences.

A common noun joined to a proper noun so as to become a part of the same name should begin with a capital.

Write in a column ten common nouns and after each noun write two or more proper nouns of the same class as the common noun; thus,

City—Boston, Albany.
Lake—Ontario, Erie.
Woman—Mrs. Brown, Susan Jones.

LESSON 104.—EXERCISE.

THE USES OF OBJECTS.

Describe the use of each of the following objects:

Plough, whip, hammock, hammer, hoe, chalk, ink, glass, barrel, box, scissors, flower, carpet, bridge, house.

Make your descriptions as complete as you can; begin each sentence in a different way. Do not write "Chalk is useful to write with, ink is useful to write with, a pen is useful to write with"; but explain the difference in the use of each object.

LESSON 105.

HEADINGS OF LETTERS.

In business letters the name of the place and the date should be written at the right of the page near the top. See letter on page 67.

In formal notes of invitation it is customary to write the name of the place and the date on a line below the signature, at the left of the page. See page 80.

In letters of friendship or intimacy the name of the place and the date are usually written as in business letters.

The heading of a letter may occupy one, two, or three lines. It should begin near the middle of the page, and about an inch from the top. The second line should be written a little farther to the right than the first, and the third still farther than the second. See first example below.

If the letter will not be long enough to fill the page, then, for appearance' sake, the heading should be written lower down, so that when the letter is finished the margins at the top and at the bottom of the page may be nearly equal.

If the place in which you write has free postal delivery, the name of the street and the number of the house may be written at the head of your letter; thus,

No. 19 Chestnut St.,
Philadelphia, Pa.,
May 23, 1887.

The name of a school, hotel, or other public building in which you write may be given in the heading; as,

Board of Trade Building,
Buffalo, *Nov. 2, 1888.*

If the place from which you write is not well known, the county in which it is situated should be given; as,

Oram, Scott County, Missouri,
Aug. 21, 1886.

The post-office box may be named in the heading; as,

P. O. Box 1769, New York,
June 17, 1889.

Write several headings similar to the examples given.

LESSON 106.—EXERCISE.

DESCRIPTION FOR STUDY.

This picture represents a scene in winter. The sleet is falling fast, the ground is covered with snow, and there are icicles hanging from the roof of the house. Some distance from the house, on the right, are two trees which have not a leaf upon them. Back of the trees we can see the outline of a barn, but it is not very distinct because of the storm.

There is a man near the house with a little lamb in his arms, and behind him is an old sheep bleating loudly. The man is well protected from the storm, for he has on a fur

cap, mittens, and a large overcoat with the collar turned up about his neck to keep it warm.

His face has a very kind, pleasant expression, and he is evidently bringing the poor little lamb and its mother into the kitchen to keep them from being frozen in the cruel storm. Two little children are watching him from the window of the house, and soon they will run to open the door for him, and will gladly help care for the poor shivering lamb and sheep.

LESSON 107.

THE ARTICLE.

A book. An apple.

Write in one column several nouns before which *a* may be used, and in another column as many more before which *an* may be used.

Complete the following sentence by adding a series of at least ten nouns preceded by *a* or *an*.

There are in this room

With how many nouns have you used *a*, and with how many *an*?

The letters a, e, i, o, and u are called vowels; the other letters of the alphabet are called consonants. But u following q is a consonant.

At the beginning of syllables, the letters w and y are consonants; at the end of syllables, they are vowels.

In which of the columns that you have just written do the words begin with vowel sounds? In which do they begin with consonant sounds?

What rule can you make for the use of *a* and of *an*?

LESSON 108.

DEFINITE AND INDEFINITE ARTICLES.

A little girl was watching her sleeping brother. When he awoke she ran to her mother, saying, "The baby is crying." Did the mother know what baby the little girl meant?

Soon afterwards the little girl heard the cry of a child in the street. She said, "A child is crying." Could the mother know, from what the little girl said, what child was crying?

If I should say, "A boy fell on the steps yesterday," would I refer to any particular boy? Would you know who that boy was? But if I should say, "The boy fell on the steps yesterday," then I would mean some particular boy whom we know or have spoken of before.

Again: "The flower smells sweet," and "A flower smells sweet." What is the difference in the meaning of these two sentences?

"A" or "an" is called the indefinite article because it does not point out objects definitely.

"The" is called the definite article because it points out objects definitely.

LESSON 109.

THE INTRODUCTION OF A LETTER.

The address of a letter may be written in one, two, or three lines, and should be commenced on a line below the heading, at the left of the page. Its parts should be arranged like the heading. See examples in Lessons 43 and 92.

In letters of friendship, the address, instead of being given in the introduction, may form a part of the conclusion. See example on page 52. It is often omitted entirely.

When the address forms a part of the introduction, the salutation should be written on the line below it, as in the following examples:

BEATRICE, NEBRASKA,
Feb. 14, 1890.

Messrs. SMITH, ROBINSON & CO.,
BOSTON, MASS.
GENTLEMEN:—

KEENE, NEW HAMPSHIRE,
Dec. 25, 1889.

Rev. D. W. HAMILTON,
499 WALNUT STREET,
INDIANAPOLIS, IND.
DEAR SIR,

When the address does not form a part of the introduction, the salutation should be written on the line below the date, beginning near the left-hand margin. See example in Lesson 70.

Formal Notes.—A note in which the writer refers to himself by using his name instead of the words *I*, *me*, *we*, etc., is called formal. In such notes the salutation is omitted.

Abbreviations should never be used in the salutation.

Punctuation.—In the introduction of a letter all words at the beginning of a line and all nouns should begin with capitals.

The parts of the address should be separated by commas. If the full address is given, it should be followed by a period.

The salutation may be followed by a comma, a comma and a dash, a colon, or a colon and a dash. The comma is used in the most familiar salutations, and the colon and dash in the most formal.

Copy the following forms of salutations:

Sir,	Dear Sir,	My dear Sir,
Madam:—	Dear Madam:	My dear Madam,
Sirs:—	Gentlemen:—	Dear Sirs:
Dear Mr. Smith:—	My dear Miss Roe,	Esteemed Friend:
Friend Alice,—	Dear Friend,	My dear Friend,
Dear Sister,	Dear Brother Jack,	My dear Cousin,

[In a formal note or business letter to a young lady, the salutation Madam, or Dear Madam, may be used, or the salutation may be omitted.]

LESSON 110.–EXERCISE.

LETTER FORMS.

Write in proper form the following:

1. Boston Mass Mar 9 1888 Prof Winslow Upton Brown University Providence R Í My dear Sir In reply to yours of the 24th ult

2. Grand Union Hotel Troy N Y June 15 1889 Mrs M A Harris dear madam your letter

3. St Paul Minn april 15 1890 my dear mother

4. Saginaw Mich may 14 1888 Hon t b Stockwell san francisco cal dear sir please send me

5. 125 George St Dayton ohio july 2 1814 Mrs Ellen a smith 14 tompkins st cleveland Ohio Dear madam

6. Flint Genesee co mich april 4 1879 miss anna burton Crawfordsville ind my dear madam

7. topeka kansas nov 11 1855 messrs lucas and white 274 Pearl st st helena montana gentlemen

8. Somerset School Watertown So Dakota April 11 1890 Mrs g f martin dear madam your daughter

LESSON 111.—EXERCISE.

WORDS TO BE DISTINGUISHED.

THIS AND THAT: THESE AND THOSE.

This apple is sweet.
That apple is sweet.
These apples are sweet.
Those apples are sweet.

What is the difference in the meaning of these sentences?

Explain the difference in meaning between the following sentences:

These children gave me those apples.
Those children gave me these apples.

"This" refers to an object near the speaker; "that," to an object farther away.

"These" refers to several objects near by; "those," to several objects at some distance from the one who is speaking.

Write the following sentences, selecting the proper word from those in the braces:

1. Bring me { these / those } pencils.
2. I like { that / those } kind of pens.
3. { That / These } sort of flowers is very pretty.
4. { This / These } kind of fruit is very healthful.

Write five sentences using *this* in each; five, using *that*. Change each sentence so as to denote more than one.

LESSON 112.—EXERCISE.

DESCRIPTION.

It was a summer evening,
Old Kaspar's work was done,
And he before his cottage door
Was sitting in the sun;
And by him sported on the green
His little grandchild Wilhelmine.

QUESTIONS.

1. In what month do you suppose this incident occurred? 2. What time of day could it have been? 3. How do you know that it was not very late in the evening? 4. Was Kaspar a rich or a poor man? 5. Why do you think so? 6. What kind of work do you suppose he did during the day? 7. How could you know that he was old, even if the verse did not speak of him as "old Kaspar"? 8. How do you think his house looked? 9. Why would not the sun be too hot for the old man? 10. Do you suppose there was much of a yard before the house? 11. Was Kaspar alone? 12. What was the grandchild doing? 13. Have you any reason to think that Kaspar was a kind old man?

1. When you describe this scene what things will you mention? Write them in order, and they will make an *outline of the description* you are to write.

2. Picture this scene in your mind, and write a description of the picture.

3. Make a word-picture of the sitting-room within the cottage; that is, describe the sitting-room.

LESSON 113.

THE BODY AND THE CONCLUSION OF A LETTER.

The body of the letter should begin on the line on which the salutation is written, if the introduction is long; on the line below, if the introduction is short.

Each of the subjects treated of in the body of a letter should comprise a paragraph. It may consist of one sentence or of many sentences. The first line of a paragraph begins farther from the margin than the other lines.

A paragraph is a part of a printed or written production which relates to a particular point or division of the subject.

The conclusion should begin on a line below the body of the letter, about one-third of the distance across the page from the left-hand margin, and should be arranged like the heading of a letter. (See page 67.)

The signature should be written in full, except in very familiar letters.

The complimentary close of a letter should contain no abbreviations. It should be followed by a comma. The words commencing lines should begin with capitals.

Suitable forms for the complimentary close of a letter are:

Respectfully,	Very respectfully,
Yours truly,	Yours respectfully,
Very truly yours,	Your affectionate son,
Your friend,	I remain,
Your loving sister,	Your sincere friend,

LESSON 114.—EXERCISE.

THE CLOSE OF LETTERS.

Arrange and punctuate the following forms for closing letters.

1. Yours respectfully Helen L Johns Mr Samuel Cross St Augustine Florida
2. Very respectfully yours Susan G Kelly
3. Your affectionate daughter Lucy Mrs Maria Bently Waverly R I
4. Very truly yours Hattie Joslin Mrs Kate Stone Central Hotel Austin Texas
5. I have the honor to remain sir your obedient servant jason l ruark supt public instruction
6. Yours as ever tom brown to mrs h brown wheeling va

Write six other forms for closing letters.

LESSON 115.

DEVELOPMENT OF A STORY.

[See Note 7, page 213.]

THE OLD MAN AND THE KING.

A very old man was one day planting some fig-trees in his garden, when the kir who was passing that way, stopped to talk with him.

TEACHER. I have written upon the board for you a few lines which you are to use as the basis of a story. What persons are mentioned?

PETER. An old man and a king.

TEACHER. Did the event happen in this country?

PETER. It was in some land where they have a king, and we have no king in this country.

TEACHER. Could the story refer to any country where they have a king?

MARY. Yes, sir.

THOMAS. I think not, for it speaks of planting fig-trees, and so it must have been some country where figs are raised.

TEACHER. Very true. What are some of those countries?

THOMAS. India, Persia, Italy, and other warm countries.

WILLIAM. They raise figs in Florida and in California.

TEACHER. Yes. The common fig comes from India, and is now raised in many countries. Who do you think is to be the chief personage in the story?

PETER. I think the king will be, because a king is more important than an old man planting trees.

JAMES. I think that the old man is to be the more important, because he and what he is doing are spoken of first, and the king only stops to talk with him. In the title of the story, too, the old man is spoken of first.

TEACHER. These are good reasons for considering the old man the chief personage. Was it a cold, stormy day?

MARY. No. I think the old man would not have been planting trees on such a day, nor would the king have stopped.

TEACHER. Why did the king stop to talk with the man?

WILLIAM. I think the king was surprised to see so old a man doing such work, and so stopped to ask him about it.

MARY. I think the king wanted to know how fig-trees are planted.

TEACHER. If it had been a young man would the king have stopped?

THOMAS. I think not, for in that case the one who wrote these lines would not have taken so much pains to tell us that the man was very old.

TEACHER. That is a good thought. What, then, do you think the conversation was about?

THOMAS. I think the king was asking him why so old a man was planting trees.

TEACHER. Well, why was he?

MARY. Perhaps he had to plant trees for a living.

THOMAS. Who would pay him for planting them in his own garden?

MARY. I see I was wrong. But he was so old that the trees would not be likely to bear any fruit while he lived.

TEACHER. Perhaps the king thought of that.

WILLIAM. Perhaps he was planting them for his children.

TEACHER. Would that be easy work for an old man?

JAMES. No, sir.

TEACHER. What do we learn of the old man's character from the fact that he was planting trees for some one else?

JAMES. That he thought a great deal of the one for whom he was working.

TEACHER. If the king found this out in the conversation how would he regard the man?

JAMES. He would think him a kind and generous old man.

TEACHER. Would you think so?

JAMES. Yes, I would.

TEACHER. I agree with you. Now you may write the story suggested. Put in all the particulars which you think might have been true, and will make the story interesting. Include the conversation between the old man and the king.

LESSON 116.

SINGULAR AND PLURAL.

1. The ball rolls.
2. The balls roll.
3. The boy studies.
4. The boys study.
5. The girl writes.
6. The girls write.

Which of the nouns of these sentences mean only one person or thing? Which of the nouns mean more than one person or thing?

Nouns that mean but one person or thing are said to be singular nouns, or to be in the singular number.

Nouns that mean more than one person or thing are said to be plural nouns, or to be in the plural number.

Which nouns in the sentences at the head of this lesson are in the singular number? Which are in the plural number? What is added to the singular noun to make it a plural noun?

Write five nouns in the singular number and then change them to the plural number.

LESSON 117.—EXERCISE.

REPRODUCTION.

THE MARINER.

A mariner, whom fate compelled
To make his home ashore,
Lived in yon cottage on the mount,
With ivy mantled o'er,
Because he could not breathe beyond
The sound of ocean's roar.

QUESTIONS.

1. What is a mariner? 2. What could have been the reason that he was obliged to live on the land? 3. How do you know that he did not live there from choice? 4. What does "mantled" mean? 5. Why do you think it must have been a pretty place? 6. Why do you think the mount overlooked the ocean? 7. Why did he wish to hear the ocean's roar?

Write this story in prose, adding as many interesting particulars as you can.

LESSON 118.

ABBREVIATIONS.

Use each of these abbreviations in a sentence:

E.	for	East.	Co.	for	County.
W.	"	West.	Co.	"	Company.
N.	"	North.	doz.	"	dozen.
S.	"	South.	ans.	"	answer.
Hon.	"	Honorable.	prod.	"	product.
Prof.	"	Professor.	quo.	"	quotient.
Capt.	"	Captain.	P. S.	"	Postscript.

Titles should usually be abbreviated when used with names, but in all other cases they should be spelled in full; as,

Gen. E. H. Rhodes was the general commanding.

The names of states, likewise, may be abbreviated when they follow the names of cities, towns, or counties, but in most cases they should be spelled in full.

The names of the months should be spelled in full except when written in dates.

Do not put *The* before the abbreviations *Rev.* and *Hon.*

LESSON 119.—EXERCISE.

NARRATION.

What do you think these boys are looking for? Write their conversation in the form of a dialogue.

LESSON 120.—EXERCISE.

WORDS TO BE DISTINGUISHED.

SET AND SIT.

"To set" means to put, to place, to fix.
"To sit" means to rest on a seat.

The forms of these words are *set, sets, setting; sit, sits, sitting, sat.*

Fill each of the blanks below with some form of *set* or *sit.*

You may .... here. There are five boys .... on the bench.
.... the table, Mary. Let us .... on this bank and rest.
Have you .... the chairs around the table?
Do not .... on these steps, they are freshly painted.
James .... down to read, instead of going out to play.
.... the lamp on the table and come and .... by me.
The boy had been .... traps for partridges.
The boy had been .... on the bank.
They .... an hour .... things in order.
I will .... you an example to do while you .... waiting.
We had .... an hour talking when James declared he could .... still no longer.

LESSON 121.–EXERCISE.

PUNCTUATION.

Susan said thank you Aunt Kate for my nice new book her aunt replied I am glad you like it come and see me soon and bring your little dog what do you call it Jennie has taken her doll out for a ride in its little wagon her dog is running by her side she says to him Jip don't you run away.

LESSON 122.–EXERCISE.

SIMPLE DESCRIPTION.

A common object may be described in a simple manner by naming its parts and telling the use of each.

A CHAIR.

A chair has three parts; a back, a seat, and four legs. The back is used to lean against, the seat is to sit upon, and the legs are to hold the seat at the proper height.

Describe:

a stool, a table, a sled.

LESSON 123.–EXERCISE.

PRONUNCIATION.

ban	bang	ran	rang
bun	bung	ruin	ruing
coffin	coughing	sin	sing
din	ding	sun	sung
gone	gong	ton	tongue
mountain	mounting	win	wing

LESSON 124.—EXERCISE.

DESCRIPTION.

YOUR KITTEN.

Describe your kitten by answering the following questions:

1. Have you a kitten?
2. What do you call it?
3. What color is its fur?
4. Do you like to stroke its fur, and does the kitten like to have you do so?
5. When your kitten is contented what does it do?
6. What does it do when it is angry?
7. Did you ever see it catch a mouse?
8. Can it catch a bird?
9. Is it right for the kitten to catch mice and birds?

LESSON 125.

THE SUPERSCRIPTION OF A LETTER.

The superscription of a letter is the address upon the envelope. It should be arranged and punctuated like the complete address of a letter. (Many writers omit the commas at the ends of the lines of the superscription, and the periods except where they are parts of abbreviations.)

Business envelopes usually have directions for their return either printed or written on the upper left-hand corner.

The postage stamp should be placed near the upper right-hand corner.

Copy the following forms for the superscription of envelopes:

Mr. J. W. Laurence,
Cloverdale,
Adams Co., Mich.

N. T. Bowen, Esq.,
Supt. Public Schools.
Canton, Ind.

Miss Maggie Colgate,
287 Maple St.,
Atlanta, Ga.
Care of A. S. Earl, Esq.

LESSON 126.—EXERCISE.

SUPERSCRIPTIONS.

1. Write in proper form these addresses of clergymen:

Rev Henry L Darrows Trinity Church Nashville Tenn
Rev Arthur S Hewitt 48 Chestnut St Des Moines Iowa
Rev Stanley Mason Marion Hartford Co Conn

2. Write these addresses of teachers:

Frank R Switzer Esq Prin of Normal School Lockport N Y
Dr F P Stowell President Jones College Columbia Texas
H F Lincoln Supt of Public Schools Mayville Ill

3. Write these addresses of business men or firms:

Messrs Payne and Brothers Publishers 14 South St Cincinnati Ohio
Rugg Smith and Co Manufacturing Jewellers 95 Green St Lynn Mass
The Star Mfg Co 22 East 42d St New York City.

4. Write these addresses of public men:

Col Perry M Davis Annapolis Md
Hon B F White 19 Girard Building Louisville Kentucky
Maj Dewitt Sloan Smithville Alabama

5. Write these addresses of persons living abroad:

Miss Kate R Gordon 30 Tower St Kingston Jamaica
Sergeant Jas Scott 79th Regiment Alexandria Egypt
Prof A E Bennett 54 Rue de Rivoli Paris France

LESSON 127.

POSTAL CARDS.

In using postal cards, the heading may be written at the upper right-hand corner, or lower left-hand corner. The name of the place may be separated from the date and follow the signature, thus giving the address of the writer.

It is better to omit the salutation and the complimentary close, although the usual letter form may be adopted.

Use postal cards for unimportant business only.

Write, as upon a postal card, to some friend announcing that you will call upon him next week.

LESSON 128.—EXERCISE.

WORDS TO BE DISTINGUISHED.

BETWEEN AND AMONG.

"Between" applies to only two persons, parties, or things.
"Among" applies to more than two persons, parties, or things.

Fill each of these blanks with the proper word:

The river flows .... its banks.

The two boys could not divide it .... them.

.... them all there was not one unsound apple.

He placed the picture .... two of the leaves of his book.

There are many weeds .... the flowers.

He fell .... thieves.

I saw the blind girl as soon as I came .... the children.

He walked the five miles .... here and the village.

Write four sentences containing the word *among;* four containing the word *between.*

LESSON 129.—EXERCISE.

REPRODUCTION.

THE HUNTER AND THE PARTRIDGE.

A hunter had [1]caught a partridge and was [2]about to kill him, when he [3]begged that his life might be [4]spared. "If you will only let me go," said he, "I will [5]aid you by bringing other partridges [6]in the way of your nets. You will thus have many instead of one, and it will be [7]to your advantage to let me go." "Your words [8]prove to me that you are not worthy [9]to live," [10]rejoined the hunter, "since you are [11]willing to save your own life by [12]causing the death of many of your friends."

PHRASEOLOGY.

1. Caught, entrapped, ensnared. 2. Was about to kill, was on the point of killing, was just going to kill. 3. Begged, entreated, implored, besought. 4. Spared, saved, granted him. 5. Aid, assist, help. 6. In the way of, to your nets, where your nets are. 7. To your advantage, a gain to you, better for you, you would be the gainer thereby. 8. Prove to me, convince me, make it clear to me, show me clearly. 9. To live, of life. 10. Rejoined, returned, replied, answered. 11. Willing, wish, desire, seek. 12. Causing, being the cause of, bringing about.

LESSON 130.—EXERCISE.

SIMPLE DESCRIPTION.

Describe, according to the outline given on page 91:

a piano, a box, a spade, a tree.

LESSON 131.

SINGULAR AND PLURAL.

Write the plural of each of the following nouns:

horse cow dog duck boy girl arm hand

How is the plural of each of these nouns formed?

I. *The plural of nouns is usually formed by adding* s *to the singular.*

Write the plural of

class	coach	fox	fish	arch	church
dish	watch	wish	speech	glass	box

How is the plural of each of these nouns formed?

II. *When the singular ends in a sound that will not unite with that of* s, *the plural is formed by adding* es.

Write the plural of

calf wolf half shelf knife wife life loaf

How is the plural of each of these nouns formed?

III. *The plural of most nouns ending in* f *or* fe *is formed by changing* f *or* fe *to* ves.

LESSON 132.

SINGULAR AND PLURAL.

Write the plural of

lady	fairy	city	money
body	berry	duty	chimney

Write the plural of

daisy	day	vanity	monkey
toy	baby	pulley	cherry

How is the plural of each of the foregoing nouns formed?

IV. *The plural of most nouns ending in* y *preceded by a vowel is formed by adding* s; *the plural of nouns ending in* y *preceded by a consonant is formed by changing* y *to* ies.

Write the plural of

mouse	man	tooth	ox
goose	woman	child	foot

How is the plural of each of these nouns formed?

V. *The plural of some nouns is formed irregularly.*

Write ten nouns that form their plurals according to Rule I.; ten, according to Rule II.; ten, according to Rule III.; ten, according to Rule IV. Write five nouns that form their plurals irregularly.

LESSON 133.—EXERCISE.

PRONUNCIATION.

s	s (sharp), ç	s	s (sharp), ç
advise	advice	eyes	ice
clothes	close	fours	force
cores	course	hens	hence
devise	device	Jews	juice
dies	dice	lose	loose
disease	decease	saws	sauce

LESSON 134.

NOTES ON PLURAL FORMS.

The following nouns are used only in the plural:

ashes	measles	mumps	tidings	tongs
shears	spectacles	scissors	pincers	forceps

The following nouns, when preceded by numerals, sometimes retain their singular forms with a plural sense; as one hundred, two hundred. But when not preceded by numerals, they form their plurals regularly; as hundreds. thousands:

hundred	thousand	million	brace
couple	pair	dozen	score
yoke	hundred-weight	fathom	gross

The following nouns appear to be plural in form, but are used in the singular number only:

physics	news	mathematics
politics	molasses	gallows

The plural of letters, figures, and signs is formed by adding to the singular the apostrophe and *s*; as, 5's, +'s, w's.

Write the plural of

bench	fox	lady	monkey	shelf
bird	fly	leaf	mosquito	3
birch	half	money	mouse	9
brush	inch	ox	negro	x
chimney	key	story	potato	—

LESSON 135.—EXERCISE.

DESCRIPTIONS.

For a description of simple objects, more complete than that given on page 91, use the following outline, telling:

1. What the article is. [Class.] 2. What it is made of.
3. What its parts are, and the use of each.

A Chair.

A chair is a piece of furniture. It is made of various kinds of wood and sometimes of cane. Its parts are the back, the seat, and the legs. The back is used to lean against. The seat is to support the weight of the person who sits upon the chair, and the legs are to hold the seat at its proper height.

Describe

a knife, a door, a cup, a cart, a whip, a needle.

LESSON 136.—EXERCISE.

WORDS TO BE DISTINGUISHED.

Carry, Bring, Fetch.

"To carry" means to convey.
"To bring" means to convey hither.
"To fetch" means to go after and bring.

The forms of these words are *carry, carries, carrying, carried; bring, brings, bringing, brought; fetch, fetches, fetching, fetched.*

Fill the blanks with forms of *carry, bring,* or *fetch.*

I will send a boy to . . . . the parcel.

Do not forget to . . . . home a paper of needles.

Can you . . . . this package to the express-office?

The boy was told to . . . . the note to Mr. Wolf, and to . . . . an answer.

I thought I would . . . . the mail for our neighbors, but I had so many other bundles to . . . . that I . . . . ours only.

. . . . me that book which you have.

. . . . the rocking-chair.

LESSON 137.—EXERCISE.

LETTER-WRITING.

1. Write to an absent member of your family, and tell how you spent your Christmas—sending affectionate word from all.

2. Suppose you have just returned from a short trip. Write a letter describing what you saw at a railroad station where you changed cars and were obliged to wait.

LESSON 138.—EXERCISE.

DICTATION.

He had gone before I came.

Let us go home.

Should he have said five or ten?

Ought we not to speak politely?

There will be as many books as six is contained times in eighteen, which is three.

Who came in? It was she who came in.

It was he who took the book.

LESSON 139.

HOW TO SHOW POSSESSION.

1. The book which belongs to that boy is torn.
2. That boy's book is torn.
3. The girl has lost her doll.
4. The girl's doll is lost.

Whose book is torn? The boy's.
Whose doll is lost? The girl's.

What difference do you notice between the word *boy* and the word *boy's*? Between the word *girl* and the word *girl's*?

Who owns the book? How is this ownership shown?

To show ownership an apostrophe and the letter *s* are added to the owner's name.

The form of the noun which denotes possession is called the possessive form, or possessive case.

The possessive case of a noun is formed by adding an apostrophe and the letter s *to its simple form.*

Exception: *When a plural noun ends in* s *the apostrophe only is added; as boys' hats.*

Write the possessive form of these nouns:

boy	friend	lady	ladies
professor	calf	men	books
Charles	lion	geese	wife
flies	fox	sister	ox
oxen	child	children	Henry

Use these words in sentences:

lady	lady's	ladies'	ladies
men	man's	calf's	flies'

What is the difference in meaning between
"The lady's gloves" and "The ladies' gloves?"
"The servants' wages" and "The servant's wages?"

Write the following correctly:

The flies wings buzz.
My wifes bonnet is very pretty.
The babies mother loves it dearly.
The judge salary is paid quarterly.

LESSON 140.—EXERCISE.

REPRODUCTION.

THE WOLF AND THE SHEPHERD.

A shepherd had a large flock of sheep [1]under his care, and noticed that a wolf followed them [2]day after day. At first he [3]watched the wolf closely, lest he should seize one of his sheep, but as he never [4]offered to [5]molest them, the shepherd forgot his fear and began to [6]regard him as his [7]helper. One day the shepherd left his flock [8]entirely in the care of the wolf; [9]when he returned at night he found the wolf had [10]repaid his [11]confidence by destroying [12]the greater part of his sheep. [13]"I am rightly served," said the shepherd, [14]"I ought to have known better than to trust my sheep to [15]any wolf."

PHRASEOLOGY.

1. Under his care, to care for, had charge of. 2. Day after day, continually, for a long time. 3. Watched him closely, kept a close watch over him. 4. Offered, tried, attempted. 5. Molest, disturb, attack. 6. Regard, look upon,

consider. 7. Helper, assistant, as he would a shepherd dog. 8. Entirely, wholly. 9. When he returned, upon his return or arrival. 10. Repaid, rewarded, returned. 11. Confidence, trust, faith. 12. The greater part, more than half. 13. I am rightly served, it serves me right, it is what I deserve. 14. I ought to have known better, should have been wiser. 15. Any wolf, their greatest enemy.

LESSON 141.

IS AND ARE.

1. Flora is studying her lesson.
2. Flora and Jennie are studying their lessons.
3. Paul is at school to-day.
4. Paul and his brother are at school to-day.
5. One boy is absent this morning.
6. Four girls are absent this morning.

In which of these sentences is one person spoken of? In which are more than one spoken of? In which sentences is *is* used? In which is *are* used? Do you use *is* when speaking of one, or when speaking of more than one? When do you use *are*?

Use *is* in asking questions about

a city,	a village,	a street,	a state,
a book,	a trout,	a squirrel,	a pen,
a lizard,	a hornet,	a baby,	a doll,
a month,	a day,	a star,	a bee.

Make the foregoing nouns plural, and use each as the subject of an interrogative sentence with *are*.

LESSON 142.—EXERCISE.

DESCRIPTION AND NARRATION.

What do these two pictures represent? Is it the same boy in both pictures? How old do you think this boy is? How is he dressed?

What conversation do you think he had with his mother before he began this work? How did he feel and what did he say to himself when he began? What did he say to his mother after the tub fell to pieces? How did he feel about it?

What can you say about the first picture that would be true of the second? What can you say about the first picture that you cannot say about the second? What can be said about the second that cannot be said about the first? Does the boy seem to be standing in the same place in each of the pictures? How can you tell?

Tell the story which these pictures suggest to you.

LESSON 143.

WAS AND WERE.

Fill each of the following blanks with *was* or *were:*

1. Geo. Washington . . . . the first president.
2. America . . . . discovered by Columbus.
3. The people . . . . called Indians.
4. . . . . the snow-drifts very high last winter?

In which sentences did you use *was?* In which *were?* When but one thing is spoken of, do you use *was* or *were?* When more than one thing are spoken of, which do you use?

CAUTION.—*Never say*, "You was." You *is always used as though it meant more than one. Say*, "You were."

LESSON 144.—EXERCISE.

WORDS OF SIMILAR SOUND.

currant	current	low	lo
false	faults	lye	lie
metal	mettle	miner	minor
line	lion	vile	viol

LESSON 145.—EXERCISE.

PUNCTUATION.

Four boys in our school went fishing Saturday their names are Willie Stewart Peter Smith Jack Ray and Moses Slade did they catch anything O yes they caught many perch pickerel and trout besides, they got their feet wet and caught cold.

LESSON 146.

HAS AND HAVE.

Make a statement about each of these objects, using *has:*

Fox, monkey, rooster, swan, rat, fly.

Make statements about these objects, using *have:*

Foxes, monkeys, roosters, swans, rats, flies.

Do we use *has* in speaking of one, or in speaking of more than one? When do we use *have?*

Fill each of the blanks in the sentences below with *has* or *have:*

1. My knife . . . . a sharp point.
2. These squirrels . . . . bushy tails.
3. Brooklyn and New York . . . . a fine bridge connecting them.

LESSON 147.—EXERCISE.

DESCRIPTION.

Describe

a bridge, a house, a sofa.

[See outline on page 100.]

LESSON 148.—EXERCISE.

STORY FROM OUTLINE.

Write a story, combining the thoughts suggested by these hints.

A farmer was taken sick. Doctor came. Wanted paper to write prescription. None found. Wrote on door with charcoal. Friends could not copy writing. Took door to druggist. Obtained medicine.

LESSON 149.—EXERCISE.

PUNCTUATION.

Have Grace and Jenny got here yet no not yet I am afraid they will be late school begins at nine oclock O here they come in their fathers carriage who is that in the carriage with them I think it must be their Aunt Susan who has come to spend Christmas with them.

LESSON 150.—EXERCISE.

WORDS OF SIMILAR SOUND.

lesson	lessen	brows	browse
lynx	links	colonel	kernel
scull	skull	pride	pried
quarts	quartz	draught	draft
size	sighs	guest	guessed

LESSON 151.—EXERCISE.

STORY FROM OUTLINE.

Write a story from these hints. Add whatever you think would make the story interesting:

Errand-boy gone. Coachman told to bring water from well. Objected. Not his business. Was hired to drive. Was told to harness the horses to the carriage, put pitcher into it, and drive to well. Did this several times. Spectators much amused.

LESSON 152.

ADJECTIVES.

Copy the following sentences, and fill the blanks with appropriate words:

Are all apples sweet?

Some apples are . . . . Some apples are . . . .

Some balls are . . . . Some boys are . . . .

Some knives are . . . . Some girls are . . . .

Some lines are . . . ., and some are . . . .

Some lessons are . . . ., and some are . . . .

The . . . . boy studies well.

The . . . . well has water.

A . . . . and . . . . girl is loved by her companions.

A . . . . box is better than a . . . . box.

Write in a column all the words you have inserted in these blanks, and at the right of each word put the noun which it describes; thus,

Sweet apples.
Sour apples.
Large balls.

The words "sweet," "sour," "large," etc., modify the meaning of the nouns before which they are placed.

A word which modifies a noun is called an adjective.

How many adjectives did you write to fill the blanks above?

Write two appropriate adjectives before each of the following nouns. Do not use the same adjective twice:

dog sky house air bee snow lake chalk river paper

LESSON 153.—EXERCISE.

DESCRIPTIONS.

Describe

a kite, a bookcase, an umbrella.

[See outline on page 100.]

LESSON 154.—EXERCISE.

ADJECTIVES—QUALITIES.

Old books can be bought of Mr. Brown.

What kind of books can be bought of Mr. Brown? What word in the sentence above is used to tell the kind or quality of the books sold by Mr. Brown? If I should say "The red sealing-wax is in the square box," what word describes the kind or quality of the sealing-wax? What word describes the kind or quality of the box containing the sealing-wax?

An adjective may modify a noun by telling the kind or quality of the object represented by the noun.

Mention a quality of

clay coal copper iron lead cork brass rubber

Mention two qualities of each of these objects

beach mountain lake grass woods river
fields gardens sand roses waves meadow

EXAMPLE:—Clear, smooth glass.

Write the name of any *part* of each of these objects, and mention a quality of that part:

table head house clock bell hand ship peach pansy

EXAMPLE:—The outside of the house is white.

LESSON 155.—EXERCISE.

WORDS TO BE DISTINGUISHED.

LEARN AND TEACH.

"To learn" means to receive instruction.
"To teach" means to give instruction.

The forms of these words are *learn, learns, learning, learned; teach, teaches, teaching, taught.*

Fill each of the blanks with some form of *learn* or *teach:*

I cannot go, for I must . . . . my lesson.

Who . . . . you to do that?

The boy has . . . . to swim.

His friend . . . . him last summer.

Kate is . . . . how to sew.

She is being . . . . by her older sister.

She wants to . . . . to sing that she may . . . . others.

Howard is . . . . his little brother how to write, and says that he . . . . very rapidly.

Tom . . . . how to skate last winter.

He has . . . . many of his playmates.

LESSON 156.—EXERCISE.

PUNCTUATION.

Last Saturday our entire class went on a picnic Uncle Ned drove us over to the meadow in his long hay wagon how merry we all were there were five girls and four boys in our party would you like to know their names well, here is the list, David Edward Robert Joseph; Martha Polly Sarah Nora and little Maud.

LESSON 157.—EXERCISE.

ADJECTIVES.

Name three qualities of each object in the following list. Mention appropriate qualities, and do not use the same adjective with more than one noun.

book	face	paper	Swede
pen	chest	stone	Turk
sheep	goat	cat	wolf
pigeon	leaf	bees	frog
ants	gnats	trout	snake

EXAMPLES.

A white, smooth, round pebble.
A little, blind, old man.

LESSON 158.—EXERCISE.

DESCRIPTIONS.

Describe

a nest, a mallet, a wheelbarrow, a broom.

[See outline on page 100.]

LESSON 159.—EXERCISE.

PUNCTUATION.

Hasnt Frank gone home no he has to stay after school is Helen waiting for me yes she asked permission to wait till you came I am sorry Helen I kept you waiting so long Miss Shaw may we go now yes it is time for you to go.

LESSON 160.—EXERCISE.

LETTER-WRITING.

1. Suppose that you have just moved into a new house. Write a letter to a friend, describing it.

2. Write a letter telling about your first visit to the country. If you live in the country, write about a visit to the city.

LESSON 161.—EXERCISE.

THE THOUGHTS THAT WORDS GIVE US.

When you hear the word *home*, do you think of a house with a garden and a lawn, or of a tall brick structure, close upon the edge of the street? Who are in the house? Will they welcome you when you come there? Where is your room?

Write answers to the foregoing questions, and call them your composition about Home.

You will not have the same thoughts about Home that others have. This is what one little girl thought:

MY HOME.

My home is in the city. It is on a pleasant street well shaded by trees. The house has an ell to it, and stands with its side to the street. There is a pretty bit of grass in front, in which Ben made a little mound for flowers.

I am sure mother is in the house and that she is thinking of father and the children, who will soon be home to dinner.

My room is up-stairs. It is Nellie's room and mine together. There are two windows in the room, and we have a bed, a bureau, some chairs, and a wardrobe in one corner. There are some pretty pictures on the wall.

LESSON 162.—EXERCISE.

REPRODUCTION.

The Foolish Raven.

A certain raven [1]despised his own [2]black plumage, but greatly [3]admired the feathers of a swan. He [4]supposed the swan was so white because it was [5]always bathing in the clear lake where it [6]lived. [7]"I would be willing to endure anything," thought the raven, "could I only be as beautiful as the swan. I, too, will bathe in the lake, and then I shall become white and fair." He [8]accordingly [9]left his home, where he had [10]plenty of food, to live by the lake. [11]Bathe as often as he could, his plumage [12]never changed, and ere long he died of [13]starvation.

Phraseology.

1. Despised, hated, disliked, disdained, looked upon with contempt. 2. Black plumage, sable feathers, sombre colors, dusky covering. 3. Admired, liked, considered beautiful, held in high esteem. 4. Supposed, thought, imagined. 5. Always, constantly, continually. 6. Lived, abode, made its home, stayed, dwelt. 7. I would be willing to endure anything, there is no sacrifice I would not make, nothing I would not endure, no suffering would be too great for me. 8. Accordingly, therefore, hence, so. 9. Left, deserted, abandoned, forsook. 10. Plenty, an abundance, all he could wish, a great sufficiency. 11. Bathe as often as he could, however often he bathed, no matter how frequently he bathed. 12. Never changed, remained unaltered, did not change, retained its color, would not turn the coveted color. 13. Starvation, lack of food or nourishment, from hunger.

LESSON 163.—EXERCISE.

DESCRIPTION AND NARRATION.

1. Describe this picture.
2. Relate the story which the picture suggests.

LESSON 164.—EXERCISE.

WORDS TO BE DISTINGUISHED.

STOP AND STAY.

"To stop" means to cease from motion.
"To stay" means to remain in a place.

The forms of these words are *stop, stops, stopping, stopped; stay, stays, staying, stayed.*

Fill the blanks with some form of *stay* or *stop:*

How long did you . . . . at your cousin's?
Will the train . . . . long enough for us to get a lunch?
Does the express train . . . . at Danville?
When he heard the noise he suddenly . . . . and . . . . there a long time, trying to find out whence it came.
They have friends . . . . with them now.
Do not . . . . on your way to school.
Some of the scholars had to . . . . after school.
He is . . . . at the Grand Hotel.
Carrie will . . . . all night with Fannie.

LESSON 165.—EXERCISE.

ADJECTIVES.

Prefix several adjectives to each of the following nouns:

A tree, a wagon, a lamp, a hat, a knife, a dinner, a child, a flower, a church, a field, a bird, a river.

EXAMPLE: A green tree, a leafless tree, a leafy tree, a tall tree, a beautiful tree, a decayed tree, a shady tree, a little tree, a huge tree, a young tree, a graceful tree, a useful tree.

LESSON 166.

ADJECTIVES IN PREDICATES.

A new pen.	A correct answer.
The pen is new.	The answer is correct.

An adjective instead of being placed before the noun which it modifies, may follow *is*, *was*, and many other words which are used to connect it to the noun.

When an adjective follows *is*, *are*, etc., it is a part of the predicate of the sentence and is called a predicate adjective.

Use the following nouns as subjects of sentences, with appropriate adjectives in the predicates:

City, cottage, gold, church, hall, money, chapel, school, silver, house, theatre, train, museum, prison, engine.

LESSON 167.—EXERCISE.

PRONUNCIATION.

x=eks	x=egz	x=eks	x=egz
exile	exalt	exponent	exert
exit	exact	explain	exist
exercise	examine	exquisite	exult
expert	example	extent	exemplary
exploit	exempt	extol	exhaust

LESSON 168.—EXERCISE.

DESCRIPTION.

Describe, according to the form given on page 100:

a trunk, a cap, a kite, a mirror.

LESSON 169.—EXERCISE.

LETTER-WRITING.

1. Suppose you are away from home spending your vacation, and that before leaving you promised to write to one of your classmates. Explain what has prevented you from writing sooner. Tell all the incidents of your journey which you think will interest your friend. Describe your surroundings, and tell how you rest and amuse yourself. Inquire how your friend is spending the time. Send messages to other friends. Tell of your desire to hear from them. Close with the complimentary expression proper to a classmate.

2. Write a reply to the preceding letter, and answer all questions. Say how glad you are that your friend is having so good a time. Write the news that you know he will be pleased to hear. Assure him that you will be glad to welcome him home again. Close with affectionate greetings.

LESSON 170.—EXERCISE.

COMPOSITION.

The Merchant. The Postmaster. The Soldier.

[See Lesson 161.]

LESSON 171.—EXERCISE.

PUNCTUATION.

O John is it your ship yes it is my ship see the flag will the ship sail on the pond yes just as well as a big ship will you go Harry yes O I am so glad come with me.

LESSON 172.—EXERCISE.

DESCRIPTIONS.

Describe these objects according to the outline which follows:

a flower, a pencil, the hand, a clock.

1. Tell what the object is.
2. Tell what its parts are.
3. Describe the form and position of the parts.
4. Describe the uses of the parts.

LESSON 173.—EXERCISE.

WORDS TO BE DISTINGUISHED.

LIKE AND LOVE.

"To like" means to be pleased with.
"To love" means to have affection for.

Fill each of these blanks with some form of *like* or *love:*

Little Bertha .... her brother.

She .... to take care of him.

Which do you .... better, apples or oranges?

The children .... each other; they do not .... to be separated.

The soldier .... his country and is willing to die for it.

Do you .... to hear the birds sing?

Harriet .... her mother and always tries to please her.

Would you .... to go to the woods to-day?

Horace thinks he would .... to be a doctor.

I would .... much to see you.

I .... to hear the rain fall upon the roof.

LESSON 174.—EXERCISE.

STORY FROM OUTLINE.

Tell the story which the following outline suggests:

A Frenchman at a German hotel. Did not know German. Wanted mushrooms for dinner. Drew picture on wall. Waiter nodded. Went off. Brought umbrella. Remarks of Frenchman. Remarks of waiter.

LESSON 175.—EXERCISE.

THE THOUGHTS THAT WORDS GIVE US.

What thoughts come to you as you think about a sailor? Write these thoughts and, if properly connected, they will form a composition about The Sailor.

Before you write ask yourself questions about this subject, and from these questions make an outline. (See page 113.)

Write about the following subjects:

The Blacksmith. The Physician.

LESSON 176.—EXERCISE.

PROPER ADJECTIVES.

That is a *Turkish* rug.
Is that an *Italian* book?

From what is the word Turkish derived? The word Italian?

Adjectives formed from proper nouns are called proper adjectives.

Write ten proper adjectives and use each in a sentence.

See rule in Lesson 103.

LESSON 177.—EXERCISE.

GEOGRAPHICAL SUBJECTS.

A PENINSULA.

A peninsula is a body of land nearly surrounded by water. It is much like an island; but an island is entirely surrounded by water, while a peninsula is connected to the main-land by a strip of land, called an isthmus.

A peninsula differs from a bay, in that it is land nearly surrounded by water, while a bay is water nearly surrounded by land.

There is a little peninsula formed by the brook in Mr. Brown's meadow. The most important peninsula in the world is South America.

Guided by the outline which follows, describe in a similar manner:

An Island. A Mountain.

1. What it is.
2. How it resembles something else and how it differs from it.
3. Where the nearest example is.
4. A prominent illustration.

LESSON 178.—EXERCISE.

DESCRIPTIONS.

Describe:

a letter, a book, a pen, a pencil.

[Follow the suggestions in Lesson 172.]

LESSON 179.—EXERCISE.

WORDS TO BE DISTINGUISHED.

HAVE AND GET.

"To have" means to own, to hold, to possess.
"To get" means to procure, to obtain.

The forms of these words are *have, has, having, had; get, gets, getting, got.*

It is a common error to use *get* or *have got* for *have.* Avoid the use of the word *get* when some other word may be used instead.

Insert some form of *have* or *get* in each of these blanks:

William .... a large ball. While playing one day, the ball lodged in a high tree where he could not .... it.

His brother climbed the tree and .... it for him.

The dog .... a large bone in his mouth.

You .... your lessons well to-day.

Ella .... a new slate, and she is going to .... a sponge.

Could you not .... some books for us?

Write five sentences containing some form of *have.* Write five others containing some form of *get.*

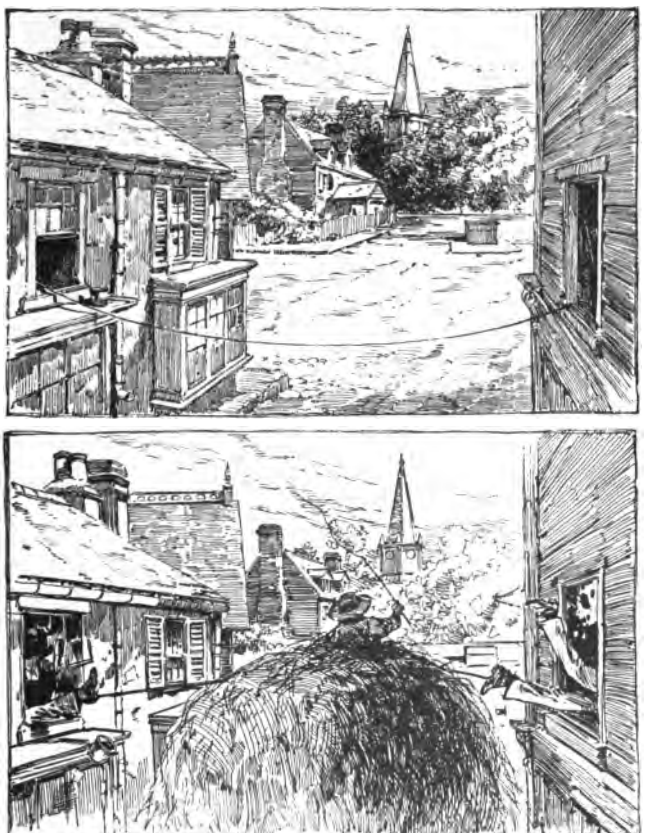
LESSON 180.—EXERCISE.

PRONUNCIATION.

wail	whale	wight	white
ware	where	wither	whither
weather	whether	witch	which
world	whirled	wet	whet

LESSON 181.—EXERCISE.

DESCRIPTION AND NARRATION.



Will and Ned wishing to start early on a fishing excursion, arranged to have one awaken the other by means of the line seen in the first picture.

1. Write in the form of a dialogue the plans which you think the boys made. 2. Describe the two pictures. 3. Tell the story which is suggested by them.

LESSON 182.

CAPITAL LETTERS.—THE PERIOD.

I. *The words* north, south, east, west, *when used to denote a section of the country, should begin with capital letters; but when they denote direction only, they should begin with small letters; as,* Atlanta is a city of the South. Wisconsin is east of Minnesota.

II. *The important words in the title of a book, an essay, or a composition should begin with capital letters; as,* An Account of the Life of Henry Clay.

III. *Names of the Deity, and all words that refer directly to Him, should begin with capital letters; as,* The Lord is good, and He knoweth them that trust Him.

IV. *The names of religious denominations, and usually the names of political parties, and of important events should begin with capital letters; as,* The War of the Revolution. The doctor is a Presbyterian.

V. *Letters used as Roman numerals are usually capitals.*

Give two other examples under each rule.

I. *A period should be placed at the end of every declarative or imperative sentence.*

II. *A period should follow every initial of a name and form part of every abbreviated word.*

III. *A period should follow the figure which gives the number of a rule, an example, etc., but not the figure which gives the number of the page.*

IV. *Every complete heading, address, or signature is usually followed by a period.*

V. *A Roman numeral should be followed by a period.*

LESSON 183.—EXERCISE.

WORDS TO BE DISTINGUISHED.

What is the difference in meaning between *awful* and *mighty?*
What is the difference between *awful* and *very?*
Write five sentences in which *awful* is properly used.
Write five sentences in which *mighty* is properly used.

LESSON 184.—EXERCISE.

PRONUNCIATION.

vile	vial	right	riot
lyre	liar	dire	dyer
pearl	peril	door	doer
quite	quiet	gore	goer

LESSON 185.—EXERCISE.

GEOGRAPHICAL SUBJECTS.

A Cape. A Promontory. A Plateau.

[See Lesson 177.]

LESSON 186.—EXERCISE.

COMPOSITION.

Write a composition about the stars from the following outline:

THE STARS.

1. When do the stars appear, and where?
2. How do they look?
3. What do most people know or think about the stars?
4. What do sailors know about the stars that many people do not know?
5. What do astronomers tell us about the number, the size, the distance, and the motions of the stars?

LESSON 187.—EXERCISE.

WORDS OF SIMILAR SOUND.

Use the following words in sentences:

dough	doe	base	bass
dost	dust	cord	chord
frays	phrase	freeze	frieze
nave	knave	lax	lacks
rote	wrote	liar	lyre

LESSON 188.—EXERCISE.

STORY FROM OUTLINE.

Write a story from the following notes:

Bruce was hiding. Almost despairing. In bed. Saw spider trying to reach roof. Failed once, twice, twelve times. Succeeded. King encouraged. One more effort. Success.

LESSON 189.—EXERCISE.

WORDS TO BE DISTINGUISHED.

THERE AND THEIR.

"There" is sometimes used merely to introduce a sentence, and is then without meaning. It is also used to refer to a place.

"Their" means belonging to them.

Fill the blanks below so as to make interesting sentences:

There is .....
There are .....
Their ..... is .....
Their ..... are .....
Their ..... there.
There ..... their .....

Write five sentences introduced by *there.*
Write five sentences containing *there*, referring to a place.
Write five sentences containing *their.*

LESSON 190.—EXERCISE.

OUTLINES FOR DESCRIPTIONS.

Make outlines for the description of a

stool,	coach,	fence,	jug,
plate,	fork,	spoon,	box,
slate,	book,	lamp,	ruler.

Several of these outlines will be similar. Write as many different outlines as you can.

LESSON 191.—EXERCISE.

WORDS TO BE DISTINGUISHED.

GUESS AND THINK.

"To guess" means to judge without knowing, to conjecture.
"To think" means to believe, to consider.

The forms of these words are *guess, guesses, guessing, guessed; think, thinks, thinking, thought.*

Use some form of *guess* or *think* in each of these sentences:

Can you . . . . the answer to this riddle?
I saw the man, but I could not . . . . who he was.
I . . . . I must soon stop writing.
He said he . . . . it was all right.
Mary covered my eyes and said, " . . . . who it is."
Can any one . . . . what I have in my hand?
Well, I . . . . 'tis time to go.
She . . . . she knew enough not to get lost.
I . . . . you will do better next time.

Write four sentences containing *think;* four containing *guess.*

LESSON 192.—EXERCISE.

STORY FROM OUTLINE.

THE PET TIGER.

Man asleep. Tame young tiger with him. Tiger licked his hand. Wished to show love. Rough tongue brought blood. Man awoke. Tried to draw away hand. Tiger growled. Wanted more blood. No longer tame. Man saw his danger. Drew pistol from pillow. Shot tiger.

LESSON 193.—EXERCISE.

CAPITAL LETTERS.

Write these sentences from dictation:

The Catholics are the largest division of Christians. The Republicans elected Harrison President in 1888. The legal holidays in New York are New-year's Day, Washington's Birthday, Memorial or Decoration Day, Fourth of July, Labor Day, Thanksgiving Day, Election Day, and Christmas. Good Friday follows Palm Sunday, and comes just before Easter. The Young Men's Christian Association is erecting a fine building.

LESSON 194.—EXERCISE.

DESCRIPTION.

Describe your school-room according to the following outline:

1. Where it is in the school-house.
2. Its size.
3. Its windows, doors, walls.
4. What is in it.

LESSON 195.—EXERCISE.

WORDS OF SIMILAR SOUND.

peal	peel	clause	claws
might	mite	forte	fort
bail	bale	vise	vice
purl	pearl	lore	lower
bread	bred	o'er	ore

LESSON 196.—EXERCISE.

REPRODUCTION.

THE GATE-KEEPER'S REWARD.

A [1]rich gentleman was about to give a grand dinner. Everything had been [2]procured for the [3]repast, the fish only [4]being wanting. Just then a man brought in a turbot and asked to be [5]rewarded by ten blows. Although greatly [6]astonished, the gentleman [7]ordered that he should receive what he wished. At the end of the fifth blow, the man requested that the [8]other five blows be given to the gate-keeper, who had refused to [9]admit him till he had [10]agreed to give him half of his pay for the fish. The owner of the house was very angry at hearing this, and at once [11]dismissed the gate-keeper, while he [12]handsomely rewarded the man for his fish.

PHRASEOLOGY.

1. Rich, wealthy, of abundant means. 2. Procured, obtained, bought. 3. Repast, feast, dinner. 4. Being wanting, failing. 5. Rewarded, paid, recompensed. 6. Astonished, surprised, wondering. 7. Ordered, commanded, gave orders. 8. Other, remaining. 9. Admit, let him come in, allow him to enter. 10. Agreed, promised. 11. Dismissed, sent off, discharged. 12. Handsomely, generously, liberally.

LESSON 197.—EXERCISE.

GEOGRAPHICAL SUBJECTS.

A Sea. An Ocean. A Continent.

[See Lesson 177.]

LESSON 198.—EXERCISE.

DESCRIPTION.

Describe these pictures. Write the story which they suggest.

LESSON 199.—EXERCISE.

STORY FROM OUTLINE.

Write the story which the following outline suggests:

THE SAILOR AND THE LARKS.

Sailor, long time a prisoner. Released. Goes to London. Larks in cage. Buys all. Frees them. Reason and remarks.

LESSON 200.

BUSINESS LETTERS.

Write the following letter from dictation:

42 N. Main St., Indianapolis, Ind.,
Dec. 16, 1889.

Harper & Brothers,
Franklin Square, New York.

Gentlemen:—

Enclosed please find draft for four dollars [$4.00] for one year's subscription to Harper's Monthly Magazine, beginning with the January number.

Yours truly,
Harold B. Roberts.

Business letters should be brief and clear.

An answer to a business letter should begin by acknowledging the receipt of that letter and speaking of its contents.

When you write for information enclose a stamp for reply.

1. Write a letter to D. Lothrop & Co., Boston, Mass., ordering the Wide Awake for a year.

2. Write a letter to a book-dealer, ordering some books to be sent you by express.

3. Write to the publishers of Harper's Young People as though enclosing money for two subscriptions to that paper. Request that one of the papers be sent to a friend's address, and the other to your own.

4. Write to some firm and order a pair of skates.

LESSON 201.—EXERCISE.

CAPITALS AND PUNCTUATION.

in last weeks independent the baptists are reported to be making great gains in the southern states can you give an account of the battle of gettysburg to what address did you send the letter i sent it to wm thompson esq thompsonville conn have you had any reply no not yet i dont expect an answer before thanksgiving on what day of the week does thanksgiving usually come on thursday

---

LESSON 202.—EXERCISE.

WORDS TO BE DISTINGUISHED.

Broad and wide.	Pile and heap.
High and tall.	Handsome and beautiful.
Low and short.	Won't and wont.

What is the difference in the meaning of the words in each of the pairs of words above? Use each word in a sentence in which the other word of the pair can not be used.

LESSON 203.—EXERCISE.

DESCRIPTION.

A Bird's Nest.

Tell what you know about the nest of a bird, in what place on a tree it is built, what it is made of, how the outside of the nest looks, how the inside feels, what you know about the eggs and the feeding of the little birds.

LESSON 204.—EXERCISE.

STORY FROM OUTLINE.

Write a story from the following notes:

A painter had a cat and a kitten. He made two holes in door. Friend inquired why two holes. Small one for kitten, large one for cat. Why was not one enough? Cat could not go through small one. Could not kitten go through large one? Painter had not thought of that.

LESSON 205.—EXERCISE.

COMPOSITION.

THE CATERPILLAR.

"I creep upon the ground, and the children say,
'You ugly old thing!' and push me away.

"I lie in my bed, and the children say,
'The fellow is dead; we'll throw him away.'

"At last I awake, and the children try
To make me stay, as I rise and fly."

QUESTIONS.

1. Who or what is supposed to be saying these verses? 2. What do children call the caterpillar as he creeps along the ground? 3. Of what color is he usually? 4. Upon what does he feed? 5. What does he mean by saying, "I lie in my bed"? 6. What do we call a caterpillar then? 7. How does he look then? 8. Where is he found? 9. Why do the children think he is dead? 10. What do we call the caterpillar when he "awakes"? 11. Does this new insect look

like a caterpillar? 12. What does it have that a caterpillar does not have? 13. Do the children call it ugly now? 14. What do they want to do with it? 15. How do they try to make it stay?

EXERCISE.

Write a story of the life of a caterpillar. Tell about him in all his forms, and add what might become of him.

LESSON 206.—EXERCISE.

GEOGRAPHICAL SUBJECTS.

A Volcano. A Valley. A Mountain Range.

[Follow the form in Lesson 177.]

LESSON 207.—EXERCISE.

COMPOSITION.

Write complete answers to the following questions, and then unite the answers in paragraphs:

WHAT DOGS ARE GOOD FOR.

1. Are dogs very useful animals?
2. Of what use are they in the house?
3. Are beggars afraid of them? Why?
4. Of what use is a shepherd dog?
5. What use is made of dogs by the Esquimaux?
6. What does the St. Bernard dog do?
7. Is a dog of use to the hunter?
8. Tell a story about some dog you have seen, or of which you have read.

LESSON 208.—EXERCISE.

COMPARISON.

Study carefully this picture, and also the one on the opposite page, and tell in what way this is different from that.

LESSON 209.—EXERCISE.

DESCRIPTION.

Describe your school-house by answering the following questions, and uniting the answers in paragraphs:

1. Where is your school-house situated?
2. How many stories has it?
3. How many rooms in each story?
4. Where is your room?
5. What can you tell about the age, size, and appearance of your school-house, and about neighboring buildings, etc.?

LESSON 210.–EXERCISE.

WORDS TO BE DISTINGUISHED.

FIX, ARRANGE, AND REPAIR.

"To fix" means to make firm, to fasten.
"To arrange" means to put in order.
"To repair" means to mend.

Use some form of *fix*, *repair*, or *arrange* in these blanks:

Tell Mary to . . . . the books on the table.
The cat . . . . her eyes on the bird in the cage.
Has the time for our meeting been . . . . ?
Please . . . . these letters according to their dates.
Will you . . . . the clock so that it will keep time?
Can you . . . . this window so that it will stay up?
Has the wagon been . . . . yet?

Write five sentences containing some form of *fix*, five others containing some form of *arrange*, and five some form of *repair*.

LESSON 211.—EXERCISE.

DESCRIPTION.

Two Pictures.

An old farm-house with meadows wide,
And sweet with clover on each side;
A bright-eyed boy who looks from out
The door with woodbine wreathed about,
And wishes his one thought all day:
"Oh! if I could but fly away
From this dull spot the world to see,
How very happy I should be!"

Amid the city's constant din,
A man who round the world has been,
Who 'mid the tumult and the throng
Is thinking, thinking all day long:
"Oh, could I only tread once more
The field-path to the farm-house door,
The old green meadow could I see,
How very happy I should be!"

Describe the two pictures which these two stanzas suggest. Explain why the boy longs to leave the farm-house, and why the man longs to return to it.

LESSON 212.—EXERCISE.

GEOGRAPHICAL SUBJECTS.

A City. A Town. A Country.

[Follow form in Lesson 177.]

LESSON 213.

REVIEW.

1. What is a noun? Common noun? Proper noun?

2. What are the parts of a letter? Where is each part written, and what forms may it have?

3. Give the two rules for the use of quotation marks.

4. When does the first word of a quotation begin with a capital?

5. What are the rules for the use of the comma with words quoted?

6. What is an article? A definite article? An indefinite article?

7. What is the distinction between singular and plural?

8. Give the rules for the formation of the plural.

9. Name five nouns that sometimes have different forms for singular and plural, and sometimes the same form.

10. What are abbreviations? When may titles be abbreviated? Names of states? Names of months?

11. How is the possessive case of a noun formed?

12. What is an adjective?

13. What is a predicate adjective? A proper adjective?

14. Give five rules for the use of capital letters.

15. Give five rules for the use of the period.

16. What distinction is to be observed in the use of *raise* and *rise; this* and *that; these* and *those; sit* and *set; between* and *among; carry*, *bring*, and *fetch; is* and *are; was* and *were; has* and *have; learn* and *teach; stop* and *stay; like* and *love; have* and *get; awful*, *mighty*, and *very; their* and *there; guess* and *think; fix*, *arrange*, and *repair; a* and *an*?

PART III.

LESSON 214.

COMPARISON OF ADJECTIVES.

1. _____
2. _____

QUESTION. What can you say of the length of these lines?

ANSWER. One is longer than the other.

Q. Which is the longer line? A. The first is the longer.

Q. Which is the shorter line? A. The second is the shorter.

Q. If you compare a man and a boy as to size, what can you say?

A. The man is larger than the boy. The boy is smaller than the man.

Compare them as to height.

The man is . . . . than the boy.

The boy is . . . . than the man.

Compare them as to age.

The boy is . . . . than the man.

The man is . . . . than the boy.

Compare them as to weight.

The man is . . . . than the boy.

The boy is . . . . than the man.

The words which you supplied to complete the sentences above are adjectives, and they have each been used to express a comparison between two objects.

An adjective which does not show by its form that the object which it describes or limits is compared with another object, is in the positive degree.

An adjective in the simple form is in the positive degree.

Mr. Smith is a tall man.

Tall is an adjective in the positive degree.

An adjective changed in its form, so as to show that an object is compared with another object, is in the comparative degree.

Mr. Brown is a taller man than Mr. Smith.

Taller is an adjective in the comparative degree.

New York is the largest city in America.

Julius is the oldest boy in school.

Clara is the best scholar in the class.

In these sentences New York is compared with the other cities in America as to number of people; Julius, with the other boys in school as to age; and Clara, with the other members of the class as to scholarship. The comparison in each sentence is made, not between two objects, but between an object and two or more objects. It is shown by means of the adjectives *largest*, *oldest*, *best*. These adjectives are in the superlative degree.

An adjective changed in its form, so as to show that an object is compared with two or more objects, is in the superlative degree.

Mr. Robinson is the tallest man in town.

Tallest is an adjective in the superlative degree.

LESSON 215.

COMPARISON OF ADJECTIVES.

Adjectives of one syllable, and most adjectives of two syllables, form the comparative degree by adding er *to the positive form, and the superlative degree by adding* est *to the positive form; as,* large, larger, largest; yellow, yellower, yellowest.

Some adjectives of two syllables, and all adjectives of three or more syllables, prefix more *or* less *to the positive for the comparative, and* most *or* least *to the positive for the superlative; as,* timid, more timid, most timid; beautiful, more beautiful, most beautiful.

Some adjectives are compared irregularly; as, —

Positive.	Comparative.	Superlative.
good	better	best
bad, ill	worse	worst
little	less	least
much, many	more	most
far	farther, further	farthest, furthest
near	nearer	nearest, next
late	later	latest, last
old	older, elder	oldest, eldest

LESSON 216.–EXERCISE.

COMPARISON OF ADJECTIVES.

Write each word in the list below with an appropriate adjective before it, then write the same words again with adjectives denoting the same qualities in a greater degree; as,

A sweet flower, a sweeter flower.
A beautiful child, a more beautiful child.

knife	watch	village	wood
cheeks	street	pony	mouth
sky	fruit	pupil	finger

LESSON 217.–EXERCISE.

DESCRIPTION.

[See Note 10, page 213.]

In describing an object, follow the outline carefully at first. Sometimes it will be better to vary the outlines, by changing the order of description, by adding other points, by omitting some points, by comparing the object with others as to size, qualities, use, etc.

OUTLINE.

1. Of what class is the object?
2. What parts has it? [Use some descriptive term in connection with the name of each part.]
3. Of what is it made?
4. What are its qualities?
5. By whom made?
6. Of what use?

THE BENCH.

1. The bench is an article of school furniture.
2. It has several turned legs, a flat seat, and a slightly reclining back.
3. It is made of wood.
4. It is long and high, and is usually painted.
5. It was made by a joiner.
6. It is used to sit upon, and usually holds several persons.

Describe

a window, a door, a book, a desk.

LESSON 218.

CLAUSES.

If Harold should give you three cents, and your father should give you four more, you would then have seven cents.

Here we have a statement composed of several parts, each of which has a subject and a predicate.

The parts of a sentence which have a subject and a predicate of their own are called clauses.

Clauses should usually be separated by commas.

Write the following sentences with the proper capitals and punctuation marks:

london is in england berlin is in germany st petersburg is in russia and washington is in the united states the cat said ill catch you little sparrow no you will not ill fly away said the bird where are you going my pretty maid im going to the meadow sir she said

LESSON 219.—EXERCISE.

COMPARISON.

Compare these two pictures, telling first in what they are alike, then in what they differ.

LESSON 220.—EXERCISE.

COMPARISON OF ADJECTIVES.

Write each word in the list below with an appropriate adjective before it. Write the same words again with adjectives denoting the same qualities in a greater degree. Write the words a third time with the adjectives denoting the same qualities in a still greater degree than the second adjectives indicate; thus,

A tall man, a taller man, the tallest man.

Pleasant weather, more pleasant weather, most pleasant weather.

room	wall	window	ceiling
carpet	sofa	field	forest
pond	coal	trees	river
lake	boat	ship	oars

LESSON 221.—EXERCISE.

WORDS TO BE DISTINGUISHED.

FUNNY, STRANGE, AND ODD.

"Funny" means comical.
"Strange" means causing surprise.
"Odd" means uncommon, peculiar.

Use these words correctly in the following sentences:

It is very .... that your letter was not received.

I read a very .... story yesterday by Mark Twain.

How .... that your friends failed to come!

That is an .... coin; I never saw one like it.

While we were laughing at the .... antics of the monkey, we noticed, what seemed to us very ...., that his master wore a very .... and valuable ring.

She has just arrived from Holland, and her manners are very . . . . .

If something very . . . . happens, it will be . . . . if the children do not laugh.

Write five sentences containing *funny*, five containing *strange*, and five containing *odd*.

LESSON 222.—EXERCISE.

STORY FROM OUTLINE.

Summer-time. Water scarce. Lion and boar find spring. Both want to drink first. Dispute. Fight. Six vultures waiting to eat the one first to fall. Cease fighting. Reason and remarks.

LESSON 223.—EXERCISE.

COMPARISON OF ADJECTIVES.

Write the following adjectives in three degrees, applying each degree to a different object. Be sure that what you say is true.

good	bad	little	far
early	high	low	strong
weak	sweet	sour	great
salt	fresh	pretty	ugly

EXAMPLES.

Iron is heavy; silver, heavier; gold, heaviest.

This book is large, that book is larger, and the third book is largest.

LESSON 224.

LETTERS OF CRITICISM.

[See Note 9, page 213.]

Learn the following outline for the criticism of written exercises:

1. The form of the exercise.
2. Errors of statement.
3. Things omitted.
4. Technical errors: spelling, writing, capitals, punctuation, paragraphs.
5. Errors in grammar.
6. Faults of style.
7. Merits.

LESSON 225.—EXERCISE.

DESCRIPTION.

Write a description of

a boot, a clock, a hat.

Follow in part the outline on page 143, but say most about the most interesting points. If the thing you are describing resembles closely some other thing with which it may be confounded, state the points of difference. For example, a blacksmith's sledge is much like a hammer, but is larger, heavier, has a longer handle, and is used to strike heavier blows.

LESSON 226.—EXERCISE.

STORY FROM OUTLINE.

A Frenchman was imprisoned for plotting against his government. Placed in a cell of a tower by a lake. Friends

planned his escape. Came in a boat to the tower before dawn. Attached a fine silk thread to a beetle. Put honey on nose of beetle, and pointed the beetle up the wall. It crawled upward in search of honey. Reached cell-window. Prisoner saw it. Pulled up silk. To silk was attached piece of twine, a thicker cord, a rope, and then a crowbar. Prisoner wrenched off iron bar. Fastened rope to another bar. Let himself down into the boat.

LESSON 227.—EXERCISE.

DICTATION.

QUESTION.—How many pints in six quarts?

SOLUTION.—Since there are two pints in one quart, in six quarts there are six times two pints, which are twelve pints.

Ans., 12 pints.

Observe that a side-head like *Question* or *Solution* above is followed by a period and a dash.

Write a similar example and its solution.

LESSON 228.—EXERCISE.

PRONUNCIATION.

corporal	corporeal	regimen	regiment
liniment	lineament	relic	relict
ordnance	ordinance	talons	talents
lightning	lightening	track	tract
poplar	popular	formerly	formally
axe	acts	genus	genius

LESSON 229.

PRONOUNS.

1. { Grace is a good girl.
   { Grace studies diligently.

2. { Robert likes to play.
   { Robert can run very fast.

3. { Girls love canaries.
   { Girls like to hear canaries sing.

---

1. { Grace is a good girl.
   { She studies diligently.

2. { Robert likes to play.
   { He can run very fast.

3. { Girls love canaries.
   { They like to hear them sing.

Compare each sentence above the line with the corresponding sentence below. Do these sentences mean the same in each case? Do you notice any difference in the words? In the sentences below the line, what words are used in the place of Grace, Robert, girls, canaries?

Words used in the place of nouns are called pronouns.

Which are the pronouns in the sentences at the head of the lesson?

I, we, he, she, it, you, they, are pronouns.

Use them as the subjects of declarative sentences.

Change the declarative sentences which you have written into interrogative sentences.

Which of the preceding pronouns can be used with *is?* Which with *are?*

Which cannot be used either with *is* or *are?* Which can be used with *has?* Which with *have?*

Write interesting sentences showing these uses.

LESSON 230.—EXERCISE.

DESCRIPTION.

The Squirrel.

"The pretty red squirrel lives up in a tree,
A little blithe creature as ever can be;
He dwells in the boughs, where the stock-dove broods,
Far in the shades of the green summer woods.
His food is the young juicy cones of the pine;
And the milky beechnut is his bread and his wine.
In the joy of his nature, he frisks with a bound
To the topmost twigs, and then down to the ground;
Then up again, like a winged thing,
And from tree to tree with a bounding spring;
Then he sits up aloft, and looks waggish and queer,
As if he would say, 'Well, follow me here!'
And then he grows pettish, and stamps his foot;
And, looking down on us, he cracks his nut.
But small as he is, he knows he may want
In the bleak winter weather, when food is scant,
So he finds a hole in an old tree's core,
And there makes his nest and lays by his store.
Then when cold winter comes, and the trees are bare,
When the white snow is falling, and keen is the air,

He heeds it not, as he sits by himself,
In his warm little nest, with his nuts on his shelf.
Oh, wise little squirrel! No wonder that he
In the green summer woods is as blithe as can be."

QUESTIONS.

1. How many words are used in the first two lines to describe the squirrel? 2. Where does the squirrel live? 3. Upon what does he feed? 4. What does he do to show his joy? 5. What forethought does he have? 6. Where does he make his nest? 7. What does he bring to it? 8. What does he do when winter comes?

Describe a squirrel and the way in which he lives during the different seasons of the year.

LESSON 231.—EXERCISE.

WORDS TO BE DISTINGUISHED.

FEWER AND LESS.

"Fewer" means smaller in number.
"Less" means smaller in quantity.

Insert *fewer* or *less* in each of the blanks below:

Let there be .... disturbance.

.... people have left the city this summer because there is .... sickness here.

She has even .... good qualities than her sister.

There is .... carelessness on this road, and therefore .... accidents.

Write four sentences containing *fewer*, and four containing *less*.

LESSON 232.—EXERCISE.

DRILL EXERCISE.

Here are some expressions in which mistakes are often made, especially in conversation. These sentences are all correct. Repeat them aloud until they sound familiar to you.

It is I.	It was I.
It is he.	It was he.
It is she.	It was she.
It is we.	It was we.
It is they.	It was they.
It isn't I.	It wasn't I.
It isn't he.	It wasn't he.
It isn't she.	It wasn't she.
It isn't we.	It wasn't we.
It isn't they.	It wasn't they.
Isn't it I?	Wasn't it I?
Is it not I?	Was it not I?
Isn't it he?	Wasn't it he?
Is it not he?	Was it not he?
Isn't it she?	Wasn't it she?
Is it not she?	Was it not she?
Isn't it we?	Wasn't it we?
Is it not we?	Was it not we?
Isn't it they?	Wasn't it they?
Is it not they?	Was it not they?

After It is *and* It was *use* I, we, he, she, they, *and not me, us, him, her, them.*

LESSON 233.—EXERCISE.

PRONOUNS.

What pronouns can be used in the first sentence? In the second? In the third? In each of the remaining sentences?

1. It is .... who is playing in the yard.
2. Is it .... who are coming down the hill?
3. It is .... who want to go, not ....
4. It is .... who said she would do it.
5. Who is there? It is ....
6. Who is crying—you or he? It is ....
7. Is it .... who is drawing on the board?
8. Is it .... who am expected to sing?
9. Was it .... who said yes?
10. It will be .... who will do it.

LESSON 234.—EXERCISE.

PUNCTUATION.

A sparrow caught a fly on the bough of a tree the fly cried out oh dear sparrow let me live and go my way no said the sparrow you must die for I am great and you are small.

Can you find any moral to this fable?

LESSON 235.—EXERCISE.

DESCRIPTIONS.

Describe

an axe, a hammer, a plough.

[See page 143.]

LESSON 236.

VERBS.

The scholar *reads*, *writes*, and *recites*.
The infant *lies* in the cradle, *sleeps*, and *dreams*.
The bird *flies*, the fish *swims*, water *runs*.

The italicized words in the sentences above all *tell what some person or thing does*. Such words are called verbs.

The book is *read*. The lesson *is written*.
The infant *is carried* by the nurse.
The ball *is thrown* into the air.

In these sentences the italicized words *tell what is done to some person or thing*. These words also are called verbs.

A word which tells what some person or thing does, or what is done to some person or thing, is called a verb.

From the examples and the definition given we see that the verb is the *telling word;* hence all words which *tell* something about a person or thing are called verbs.

In the sentence "The knife is sharp," the word which *tells* us that the quality *sharp* belongs to the *knife* is the word *is*, which is therefore a verb.

1. Throw the ball. 2. Let the boy throw the ball.
3. Was the ball thrown by the boy?

What kind of sentences are the first and second sentences? What kind of sentence is the third?

The verb *throw*, in the first sentence, does not affirm but expresses a command; the verb *let*, in the second sentence,

expresses a request; the verb *was thrown*, in the third sentence, asks a question.

Verbs may express a command or a request, or may ask a question.

LESSON 237.—EXERCISE.

PRONUNCIATION.

Pronounce every syllable and every letter that is not silent:

cupola	homage	secretary	pumpkin
diamond	hygiene	interest	sarsaparilla
dyspepsia	Arctic	neuralgia	superintendent
guardian	geography	presentiment	nominative
library	participle	multiplication	February
Andrew	folio	venial	atoll
and drew	misery	victory	at all
brand new	solder	every	pencil
family	several	civil	cancel

LESSON 238.—EXERCISE.

LETTER-WRITING.

Imagine that you visit such cities, countries, mountains, lakes, rivers, forests, mines, as your teacher may name.

Write to your classmates an account of your imaginary journey.

Make an outline before you write, and think what you would like to have written to you about these places.

[See Note 11, page 214.]

LESSON 239.—EXERCISE.

WORDS TO BE DISTINGUISHED.

Each Other and One Another.

"Each other" is used when only two persons are mentioned.

"One another" is used when more than two persons are mentioned.

Insert *each other* or *one another* in each of these blanks:

The two sisters love .... dearly.

Sarah and Jane are whispering to ....

We must always be kind to ....

The guests looked at .... in surprise as the old man entered.

They all said to .... that he must be guilty.

Carrie was coming up the steps as I rushed out, and we ran against ....

Write five sentences in which you use *one another*. Write five others in which you use *each other*.

LESSON 240.—EXERCISE.

PUNCTUATION.

Write the following story correctly:

An old miser had a tame jackdaw that used to steal pieces of money and hide them in a hole the cat saw him do this and said why do you hide those round shining things that are of no use to you why said the jackdaw my master has a whole chest full of them and makes no more use of them than I do.

LESSON 241.—EXERCISE.

REPRODUCTION.

Cunning Crows.

In a garden in Japan, a dog was eating a piece of meat [1]in the presence of several [2]covetous crows. They [3]evidently said a [4]great deal to one another on the subject, and [5]now and then some of them tried to pull the meat away from him, which he naturally [6]resented.

At last a big, strong crow succeeded in tearing off a piece, with which he returned to the pine where the others were [7]congregated. [8]After much earnest speech, they all surrounded the dog, and the leading bird dexterously dropped the small piece of meat [9]within reach of his mouth. The dog immediately snapped at it, unwisely letting go the big piece, which was seized by two crows and carried to the pine. With much fluttering and [10]hilarity they devoured it. The deceived dog looked [11]bewildered for a time, then he sat down under the tree and barked at them [12]stupidly.

Phraseology.

1. In the presence of, before, in sight of. 2. Covetous, greedy, avaricious. 3. Evidently, to all appearances, seemed. 4. A great deal, much, considerable, many things. 5. Now and then, occasionally, at intervals, every little while. 6. Resented, bore ill, irritated or provoked him. 7. Congregated, gathered, assembled, collected. 8. After much earnest speech, after talking long and earnestly, after considerable discussion. 9. Within reach, close to, not far from. 10. Hilarity, mirth, glee, sport, gayety. 11. Bewildered, perplexed, confused. 12. Stupidly, foolishly, without purpose.

LESSON 242.—EXERCISE.

VERBS.

Write twenty sentences, each sentence containing a name of some person or thing that acts; a word expressing action, selected from the list below; a name of some person or thing acted upon.

see	hear	taste	smell	feel
tell	read	write	teach	learn
bring	fetch	bend	cut	dig
help	buy	shake	weave	catch

EXAMPLES.

Hubert touches the table. The servant opened the door.

LESSON 243.—EXERCISE.

DESCRIPTION.

Describe your slate according to this outline:

1. Of what class of objects is this slate?
2. What are its parts?
3. The frame:
   1. Of what made.
   2. Its shape.
   3. How fastened at the corners.
   4. Its use.
4. The body of the slate:
   1. Its shape and color.
   2. Its other qualities.
   3. What is slate.
   4. Where obtained.
5. The use of the slate.

LESSON 244.

COMMA.

1. *A comma should generally be used to show the omission of a word or of words readily understood and necessary to the sense.*

2. *A comma should be used to separate words which are repeated without other words between them.*

EXAMPLES.

Slowly, sadly we laid him down.
Ring out the false, ring in the true.
Run, run, little man.

Punctuate these sentences:

Few few are they that yet remain.
The air the earth the water, teem with delighted existence.
We are fearfully wonderfully made.
Conversation makes a ready man; writing an exact man.
Grand majestic awe inspiring are the Alps.

LESSON 245.

TENSE.

Time *now* is called present time; time *before present time*, past time; time *after present time*, future time.

When a verb refers to present time, it is said to be in the present tense; when it refers to past time without reference to any other time, it is said to be in the past tense; when to future time without reference to any other time, in the future tense.

If the teacher says, "Oliver, I am glad to see you so attentive," she means she is now glad, and the word *am*, which shows that the time is now, is in the present tense.

The teacher might say, "Oliver, I was glad to notice this morning how kind you were to your brother." *Was* and *were* are then in the past tense.

If she should say, "Peter will be promoted at the close of the quarter," *will be promoted*, which shows what is to be done in future time, is a verb in the future tense.

A verb may be one word only, or may consist of two, three, or four words. When a verb consists of two or more words it may be called a verb or a verb-phrase.

Write five or more sentences in which you tell something that takes place in present time.

Write five sentences in which you tell something that happened in past time.

Write five sentences in which you tell something that will happen in future time.

LESSON 246.—EXERCISE.

TENSE.

1. In the spring the sun shines, the snow melts, the water runs, the rivers rise, the grass grows, the fields become green, the birds come.

What else happens in spring?

2. Suppose it is summer now. Tell what happened in the spring.

3. Suppose it is winter now. Tell what will happen next spring.

In what tense is each verb that you have used in this exercise?

LESSON 247.—EXERCISE.

DESCRIPTION AND NARRATION.

Describe this picture. Tell the story it suggests.

LESSON 248.

PERSON AND NUMBER.

1. I walk.
2. He walks.
3. We walk.
4. You walk.
5. They walk.
6. Maud walks.
7. The boys walk.
8. The horse walks.

In what tense are the verbs in these sentences? What is the subject of the first sentence? Of the second? Of each of the other sentences?

Which subjects are in the singular number? Which are in the plural?

Can you tell whether *you* is singular or plural? [*You* may be either singular or plural in meaning; but it is always used as though it were plural, even if it means but one.]

In two sentences at the head of this lesson the subject refers to the speaker or includes the speaker. Which are they?

In one sentence the subject represents a person or persons spoken to. Which sentence is it?

In other sentences the subjects are persons or things spoken of. Which are they?

A noun or pronoun which represents the speaker is said to be in the first person.

A noun or pronoun which represents the person or thing spoken to is said to be in the second person.

A noun or pronoun which represents the person or thing spoken of is said to be in the third person.

What is the person of each of the subjects in the sentences at the head of this lesson?

The simple subject of a sentence is also the subject of the leading verb in the predicate of the sentence.

Verbs are said to be in the same person and number as their subjects.

Which verbs at the head of this lesson are in the first person? In the second person? In the third person? In the singular number? In the plural number? In the first person, plural? In the first person, singular? In the second person, singular or plural? In the third person, singular? In the third person, plural?

In three of these sentences the verb is changed by the addition of *s* to the simple form. Which are these sentences? What is the person and the number of the subject of each? Of the verb?

The third person singular of the present tense of a verb is made by adding s *or* es *to the simple form of the verb.*

LESSON 249.

COMMA.

1. *A noun used to explain the meaning of another noun must, with its modifiers, be separated by commas from the rest of the sentence; as,* Elihu Burritt, the learned blacksmith, lived in Connecticut.

EXCEPTION.—A common and a proper noun used together as a single name should not be separated by a comma; as, The poet Shelley was drowned.

2. *When the explanatory noun or phrase is introduced by the word* or, *a comma is placed before the* or *instead of before the noun; as,* Kerosene, or coal-oil, is found in Pennsylvania.

Explain the use or omission of commas in these examples:

Mohammed was a native of Mecca, a city in Arabia.

Whittier, the Quaker poet, lives in Massachusetts.

The poet Shakespeare was born in 1564 and died in 1616.

Astronomy, or the science which treats of the heavenly bodies, is a very interesting study.

Diogenes, the Greek philosopher, lived in a tub.

Milton, the author of "Paradise Lost," was blind.

LESSON 250.

THE PERFECT TENSES.

What have you done to-day?

We have studied our lessons.

We have written a composition.

We have worked ten examples.
We have read twice.
We have recited our geography lesson.

What had you done before you went to school yesterday?

We had eaten our breakfast.
We had helped mother about the work.
We had been to the store.

What will you have done before you go to bed to-night?

We shall have been at school.
We shall have learned something about tenses.
We shall have called on some of our friends.
We shall have made our plans for to-morrow.

Notice that each verb in these sentences has reference to a finished act.

A verb which denotes a finished or completed act is said to be in a perfect tense.

There are three perfect tenses:

The present perfect tense denotes that the act is now finished —finished in present time.

The past perfect tense denotes that the act was finished at some past time.

The future perfect tense denotes that the act will be finished at some future time.

Which of the verbs in the sentences at the head of the lesson are in the present perfect tense? Which are in the past perfect tense? Which are in the future perfect tense?

What tenses had you learned before you studied this lesson? What new names of tenses have you learned?

There are, then, six tenses: the present, the past, the future, the present perfect, the past perfect, and the future perfect.

LESSON 251.—EXERCISE.

WORDS TO BE DISTINGUISHED.

SAW AND SEE.

"Saw" is used only in the past tense.
"See" is never used alone in the past tense.

Fill each of these blanks with *saw* or *see:*

Can you .... the blackboard?
I .... her yesterday.
We .... him do it as we entered the room.
.... that bird! I never .... a more beautiful one.
The driver .... the train coming when it was too late.

Write five sentences containing *see;* five containing *saw.*

LESSON 252.—EXERCISE.

PRONUNCIATION.

The sound of *e* or *i* in the last syllable of these words should not be omitted:

morsel	level	nickel	satin	hovel	libel
novel	sequel	label	model	panel	gravel
aspen	chicken	hyphen	fossil	kitchen	pencil

The *e* or *i* in the last syllable of these words is silent.

basin	devil	even	grovel	often	seven
cousin	eleven	evil	mason	raisin	soften
straiten	heaven	stolen	proven	fallen	wooden

LESSON 253.—EXERCISE.

STORY FROM OUTLINE.

A man fishing. Caught a small perch. Took it off the hook. Fish begged to be put back into the water. Said it would be better for the angler. Too small now to be worth much. Would grow, then the angler could catch him again. The angler laughed. Said he was surer of him now than he would be again.

Of what proverb is this an illustration?

LESSON 254.

TENSES.

Study the examples below until you can name the tense of each verb as soon as you hear the example, even if your teacher should change the subject; then learn to name the tense by the verb or verb-phrase alone; finally learn to name the tense of any other verbs of which your teacher gives you the forms.

PRESENT TENSE.

I *write* in my book.
He *writes* on his slate.
You *are writing* on the blackboard.
It *may be written.*
They *may write* to their friends.
Write your name.
She *can write* well.
Do write more carefully.

PAST TENSE.

The boys *wrote.*
The letter *was written.*
They *were writing* to their friends.
Did the boys *write?*
What tense *were* you *writing?*

FUTURE TENSE.

We *shall write* you next week.
I *shall write* home to-morrow.
One composition *will be written* each week.
Will he *be writing* again soon?
Will you *write* a letter for me?
He *will write* an explanation.

PRESENT PERFECT TENSE.

You *have written* an excellent letter.
They *may have written* to their mother.
He *has written* five lines on his slate.
The manuscript *has been written* a long time.
Have they *written* to her yet?
How long *have* you *been writing?*

PAST PERFECT TENSE.

He *had written* her five letters before she received any one of them.

I *had been writing* an hour before I decided not to send him any answer.

The letter *had been written* a week, but he did not know it.

He *could have written* better if he had tried.

FUTURE PERFECT TENSE.

I *shall have written* six letters when I have finished this one.

The boys *will have written* all their exercises by the end of the hour.

The letter *will have been written* and sent away before he can prevent it.

They *will have been writing* a half hour in their copy-books at recess time.

Will Thomas *have written* as good a letter as Laura?

LESSON 255.—EXERCISE.

DESCRIPTION.

Fuller descriptions may now be written, giving the appearance, the parts, and the uses of different things. Under appearance should be written all facts relating to color, size, and shape. The whole description should be given from actual observation.

Description of a Candle.

There is a candle in my bedroom. It is about a foot long, and is shaped like a pencil, but is, of course, much larger. It is very smooth, and of a white, creamy color. It is set in a candlestick, and burns with a bright light.

The candle consists of two parts, the wick and the body. The wick is made of cotton, and runs down the inside of the candle, like the lead in the centre of a lead-pencil. The body is made of very fine tallow and white wax.

It is useful at night, and gives a softer light than gas. It can be carried easily from room to room.

Write descriptions of the following objects after the model given:

a letter, a broom, a knife, a pen.

LESSON 256.—EXERCISE.

PUNCTUATION.

Peru one of the largest states of South America lies among the Andes Palestine or the Holy Land lies along the east coast of the Mediterranean Sea Egypt one of the oldest countries in the world is in the north-eastern part of Africa The capital of Turkey Constantinople is in Europe Lisbon the capital of Portugal was once almost destroyed by an earthquake Australia the largest island of Oceanica is often called a continent.

LESSON 257.—EXERCISE.

TENSE.

In the following exercise tell the tense of each verb or verb-phrase printed in italics:

The teacher of a village school *read* a piece to his scholars about "The Caterpillar." He *showed* the children some caterpillars, a chrysalis, and a butterfly that *had* just *emerged* from its chrysalis form.

Then the teacher *took* a box out of his desk, and raising the cover, *showed* them many beautiful butterflies which he *had collected.* He also *told* the children how to make a similar collection. After that the children *were* often *seen* in the fields with their nets.

One day Albert *went* to the house of a neighbor and *asked* Fred to go with him for butterflies. Fred *was* a conscientious scholar who never *went* out before his school work *was finished.* Just then he *was writing* at his table. "No,

I always *write* my exercise before I *go* out," *answered* Fred. "I *have* already *written* mine," *said* Albert, and *went* on to Arthur's home to get him to go with him. Arthur *was* not so particular as Fred, and he *said:* "Yes, I *will go* with you; I *will write* my exercise early to-morrow morning."

The next day, before school *commenced*, the boys *told* one another what butterflies they *had caught*, and how many they *would have caught*, *had* not the butterflies *flown* away so quickly. Then *said* Fred, "I *was writing* my exercise when Albert *came* into my room." Albert *said*, "I *had* already *written* my exercise before I *went* for you."

Then they *agreed* to go again that afternoon. Henry, the smallest boy in school, *wanted* to go, too. "But *will* you *be* through with your school work?" *asked* Albert. "Yes," *answered* the little boy, "I *will have finished* my work before you *come* for me."

In the afternoon they again *started* for the fields. Little Henry soon *learned* the art of catching butterflies. In fifteen minutes he *had caught* four, and *would have caught* another if he *had* not *stumbled* over a hummock.

Albert *encouraged* him and *said*, "In half an hour more you *will have caught* a dozen." While he *was saying* this, a fine butterfly, which he *had been watching* for some time, *lighted* on a branch in front of him. "Now I *have* you," he *cried*, and *ran* eagerly towards it; but the butterfly *had alighted* on so high a branch that he *could* not *reach* it. "You *must* not *escape*," said Albert. Just then the butterfly *flew* down to a lower branch, and he soon *caught* it. The boys *had* fine sport and *went* home saying, "We *will go* again to-morrow."

LESSON 258.

PRINCIPAL PARTS OF VERBS.

I write.	I have written.
I wrote.	I had written.
I shall write.	I shall have written.

In what tense is each of these verbs? What forms has the verb *write* as used above? *Write, wrote, written.*

In how many tenses is the form *write* found? In how many is *wrote* found? In how many, *written?*

These three forms are called the *principal parts* of the verb *write.* The first is called the *present form;* the second, the *past form;* and the third, the *perfect form.*

The principal parts of a verb are the forms which we must know to be able to give all the forms.

Write the principal parts of ten verbs; thus,

Present.	Past.	Perfect.
write	wrote	written
go	went	gone
love	loved	loved

LESSON 259.—EXERCISE.

WORDS OF SIMILAR SOUND.

Write sentences containing these words:

council	counsel	straight	strait
ceiling	sealing	ascent	assent
pallet	palate	sold	soled
loan	lone	tax	tacks

LESSON 260.—EXERCISE.

WORDS TO BE DISTINGUISHED.

PLENTY AND PLENTIFUL.

"Plenty" is a noun.
"Plentiful" is a adjective.

Fill each of the blanks below with *plenty* or *plentiful:*

On account of the frost, fruit will not be .... this year.

There is .... of apples in the cellar.

The squirrel has hidden away a .... store of nuts.

Let us rejoice because of the .... harvest.

They seem to have money in abundance; it is as .... with them as it is scarce with others.

Huge stones are .... on this road.

Of cherries there was ....

Coal is .... but wood is scarce.

Write four sentences containing *plenty*, and four others containing *plentiful.*

LESSON 261.—EXERCISE.

STORY FROM OUTLINE.

Write the following story with additions:

Hounds chasing fox. Man cutting wood. Fox asked man for hiding-place. Man showed his hut. Fox crept in. Hunters came. Asked man if he had seen fox. Man said no. Pointed to his hut. Hunters did not understand. Went off. Fox came out. Started off. Man said he was not grateful. Fox said man had been treacherous. No thanks due him for his escape.

LESSON 262.

REGULAR AND IRREGULAR VERBS.

Present.	Past.	Perfect.
work	worked	worked
live	lived	lived
play	played	played

How do the past and perfect forms of these verbs differ from the present form? Such verbs are called regular verbs.

Regular verbs are those whose past and perfect forms are made by adding d or ed to the present.

see	saw	seen
go	went	gone
run	ran	run

How are the past and perfect forms of these verbs made? Such verbs as these are called irregular verbs.

Irregular verbs are those whose past and perfect forms are not made by adding d or ed to the present.

Write ten regular verbs. Write ten irregular verbs.

LESSON 263.—EXERCISE.

PAST TENSE OF VERBS.

Did you write that? Yes, I wrote that.
Did Frank know his lesson? Yes, Frank knew his lesson.

Answer the following questions, as indicated above:

Did Andrew break his sled?
Did Alice eat her breakfast before coming to school?

Did the dog bite the man?
Did you bring your slate to school?
Did a new term begin last Monday?
Did the wind blow very hard while you were on the lake?
Did you buy that knife with your own money?

LESSON 264.

COMMA.

I think, notwithstanding what you say, that he was right.
"We were sure," they said, "that you would come."
The child, with tears still in her eyes, began to smile.
The man limped, and his horse, too, was lame.

When two parts of a sentence are more closely connected with each other than with the words which come between them, the words which break the connection must be separated from the rest of the sentence by commas.

Punctuate the following sentences:

London the largest city in the world is in England.

My brother Henry who is older than I attends the High School

I will bring the book she said if I can find it

Clarence just at that moment was looking down the road and did not therefore see the horses coming behind him

I saw the fall fearful as it was had only stunned him and I tried to arouse him

The Mississippi River which is the largest river of North America flows into the Gulf of Mexico

LESSON 265.—EXERCISE.

WORDS TO BE DISTINGUISHED.

IN AND INTO.

"In" means within, inside of, surrounded by.
"Into" implies entrance from the outside to the inside, or change from one form to another.

Fill each of these blanks with *in* or *into* correctly used:

The squirrel ran about .... the garden till Henry put him .... his cage.

The window was open, and a bird flew .... the room.

The snow soon turned .... rain.

The two trains ran .... each other.

She was .... the shoe-store, but soon came out and went .... the grocery.

Julia had three apples .... her hand, and Kitty put four plums .... the other one.

Come .... out of the rain.

Get .... the carriage, and we will take a ride.

LESSON 266.—EXERCISE.

PRESENT PERFECT TENSE.

Use the proper form of the following words in questions which begin with *has* or *have:*

strike	say	sit	send
sleep	sell	sing	feel

EXAMPLES.

Have you sold your dog?

Has James sent for his gun?

LESSON 267.—EXERCISE.

REPRODUCTION.

This exercise should be used first for dictation, and then for reproduction in the pupil's own language.

Was He Truthful?

Roger was deeply interested in his arithmetic. He had begun working as soon as he came home, not even stopping to make a visit to the pantry. His pencil seemed to be running a race with the sewing-machine, which kept up a busy hum.

Suddenly something snapped, and the machine stopped.

"There! I've broken my needle, and it is the last one I have in the house. Roger, can't you run to the store and get me one? I would like to finish this stitching to-day."

"Oh, mamma, must you have it? I haven't a single minute to spare," said Roger.

"I can work on something else, if you haven't time to go," replied his mother.

Roger's pencil worked on noisily for a few minutes, when some one knocked.

"Is Roger at home?" said an eager voice. "Oh, say! the bows and arrows have come. Can't you go down and see them?"

Roger threw down his pencil, seized his hat, and was off.

He did not return till tea-time. "Now for arithmetic," he said, when the table was cleared and the lamp placed upon it with the daily paper.

"Halloa! here's the new magazine. I must read the continued story. I think I shall have time for that."

But somehow the story was very long, or else one story led on to another; for, when Roger at last tossed the book aside, he found the evening almost gone.

He glanced at the clock and rapidly counted the examples. "Oh, dear! I can't do half as much as I planned," he said; "I am so tired I can't think." And soon, bidding his mother good-night, he was snug in bed.

The next day the teacher was surprised that Roger had done so little; and when she asked the reason, he said he had done all he had time for.

Was this truthful? Was it right?

LESSON 268.—EXERCISE.

DESCRIPTION.

Describe

a stove, a lamp, a glove.

[See Lesson 255, page 169.]

LESSON 269.—EXERCISE.

LETTER-WRITING.

Write a letter to your father, who is absent from home, and tell him all about the burning of a neighbor's house. Describe the fire as you saw it. Speak of the efforts made by firemen and neighbors to save the furniture. Give the probable cause of the fire. Describe the ruins. Speak of the fears which you had that your own home might catch fire, and tell what was done to prevent this. Finally say how sorry you are for your neighbors and how thankful that your own home was not burned.

LESSON 270.–EXERCISE.

IRREGULAR VERBS.

Write sentences containing the past tense, and others containing the present perfect tense, of each of the following verbs:

catch	feed	grow	hear	lay
know	read	say	do	set

LESSON 271.–EXERCISE.

WORDS TO BE DISTINGUISHED.

CAME AND COME.

"Came" is used only in the past tense.
"Come" is never used in the past tense.

Use these words correctly in filling the blanks below:

The package has not .... I saw the lady when she .... James .... last week, and now his brother has .... Has the trunk .... yet? Yes, it .... half an hour ago. She .... to see me, but I was away from home.

Write four sentences containing *come*, and four others containing *came*.

LESSON 272.–EXERCISE.

PRONUNCIATION.

Sound the letter *g* distinctly in pronouncing these words:

calling	laughing	playing	singing	trying
evening	morning	reading	spelling	writing

Pronounce the last syllable of these words *tin*, not *ting:*

certain curtain fountain mountain

LESSON 273.—EXERCISE.

COMPARATIVE DESCRIPTION.

Comparative descriptions are more difficult to write than simple descriptions. Examine closely each of the objects to be compared, and as each particular part is considered, observe whether it agrees with or differs from that with which it is compared.

A Table and a Chair.

A table and a chair are both articles of furniture, and are found in our kitchens, our parlors, and our schools. Both are made of wood.

A table is used to put things upon, and a chair is used to sit upon. Both have legs, but the legs of the table are longer than those of the chair.

The table has a top and the chair a seat, but the top of the table is usually much larger and higher than the seat of the chair. The chair has a back to lean against, which the table has not. A chair, but not a table, is often upholstered.

Compare in this way a knife and a pair of scissors.

To what class do both belong? Of what material is each made? What are the parts of each? What is the use of each?

LESSON 274.—EXERCISE.

PUNCTUATION.

Example.—If Peter copies six pages of his composition in 1 hour, how many can he copy in $\frac{4}{5}$ of an hour?

Solution.—In $\frac{4}{5}$ of an hour he can copy $\frac{4}{5}$ of 6 pages. $\frac{1}{5}$ of 6 pages is $\frac{6}{5}$ pages, and $\frac{4}{5}$ are 4 times $\frac{6}{5}$ pages, which are $\frac{24}{5}$ pages, or $4\frac{4}{5}$ pages. *Ans.*, $4\frac{4}{5}$ pages.

Copy the following example, and write the solution, punctuating it properly:

At $7 per bbl., what will $\frac{1}{8}$ of a bbl. of fish cost?

LESSON 275.—EXERCISE.

STORY TO BE COMPLETED.

Finish this story:

A man owned a dog and a donkey. The dog would leap upon his master, lick his hands, and bark with joy when he saw him after a short absence. His master seemed to like this, and would always pet him. The donkey thought he would try it, too.

LESSON 276.—EXERCISE.

IRREGULAR VERBS.

Write sentences containing the past tense, and others containing the present perfect tense, of each of these verbs:

ring	drive	stand	find	strike
give	go	sell	show	string

LESSON 277.—EXERCISE.

COMPARATIVE DESCRIPTION.

Compare a lead-pencil and a pen. Principal parts. Common use. Material upon which we write with each.

Compare a hatchet and an axe.

Compare a clock and a watch. The use of each. Similar parts. By whom made. Size and material.

LESSON 278.—EXERCISE.

PRONUNCIATION.

In pronouncing these words give the italicized *i* the sound of *y*:

auxil*i*ary	court*i*er	na*i*ad	plebe*i*an
best*i*al	pecul*i*ar	span*i*el	famil*i*ar
Christ*i*anity	pecun*i*ary	mill*i*on	bun*i*on

In the following words give the *u* its long sound, as in *use*, without prefixing the sound of *ch* or *y*:

aperture	furniture	sepulture
caricature	literature	temperature

LESSON 279.—EXERCISE.

IRREGULAR VERBS.

Write sentences containing the past tense, and others containing the present perfect tense, of each of these verbs:

sew	hang	hide	sleep	take
hold	fly	write	wring	beat

LESSON 280.—EXERCISE.

COMPARATIVE DESCRIPTIONS.

A barn and a house.
A hat and a cap.
A boot and a shoe.
A foot and a hand.

LESSON 281.—EXERCISE.

STORY FROM OUTLINE.

Write the following story in full:

A bear had been taught to dance. Travelled with his master. Made his escape. Returned to friends. Loudly welcomed. Told them what he had seen and heard. Said he could dance. Showed them how. The others tried it. Could not. Grew angry. Said he wished to show himself wiser than they. Drove him off.

LESSON 282.—EXERCISE.

WORDS TO BE DISTINGUISHED.

LAY AND LIE.

"To lay" means to place, to put.
"To lie" means to remain, to rest.

The forms of these words are *lay*, *lays*, *laying*, *laid*; *lie*, *lies*, *lying*, *lay*, *lain*.

Fill each of the following blanks with some form of *lay* or *lie*:

. . . . your books aside, and give attention.

The cat was . . . . asleep on the rug, when the dog . . . . down beside her. The child . . . . awake all night.

How long has he been . . . . unconscious?

I think I will . . . . down a while, for I am tired.

The pen must be . . . . on the table, for I . . . . it there a moment ago. There is a cow . . . . down in the field.

The Son of Man hath not where to . . . . his head.

Write four sentences containing *lay*; four containing *lie*.

LESSON 283.—EXERCISE.

DESCRIPTION AND NARRATION.

Describe this picture. Describe a game of ball.

LESSON 284.—EXERCISE.

STORY FROM OUTLINE.

The Miser.

A miser lost a bag of one thousand dollars. Offered fifty dollars reward for recovery. A poor man found and returned the bag. The miser refused the reward. Said the bag had one thousand and fifty dollars when lost. Finder appealed to a judge. Seal showed the bag had not been opened. Opened and counted in court. Only one thousand dollars. Judge decided the bag could not be the one the miser lost. Gave it to poor man till real owner should be found.

LESSON 285.—EXERCISE.

WORDS TO BE DISTINGUISHED.

To and At.

"To" is frequently used when "at" is the proper word. In cases of doubt which of these words to use, remember that "to" is to be used when some motion is implied, and "at" when rest is implied.

Fill these blanks correctly with either *to* or *at:*

Were you .... home to-day?

I was .... home in the morning, but in the afternoon I went .... my sister's house.

Tom aimed .... the bird.

Sadie stayed .... home to help her mother.

Were you .... church yesterday?

Did you go .... church yesterday?

I have been .... school every day this week.

Will Nettie be .... home this evening?

Write six sentences containing *at;* six containing *to.*

Do you use *to* or *at* after *go? is? are? come? arrive? stay? stop? have been? was?*

LESSON 286.—EXERCISE.

COMPARATIVE DESCRIPTION.

Bread and biscuit.

Carriage and wagon.

Reading-book and singing-book.

Wind-mill and water-mill.

Thumb and little finger.

LESSON 287.—EXERCISE.

IRREGULAR VERBS.

Write sentences containing the past tense, and others containing the present perfect tense, of each of these verbs:

choose	draw	forget	fall	lie
shake	sing	tear	lose	sit

LESSON 288.—EXERCISE.

STORY TO BE COMPLETED.

Write a complete story from the outline and questions given below:

Arab lost in desert. Wandered two days. Nothing to eat. Saw bag in sand. Full of pearls. Disappointed. Cried out, "It is only a bag of pearls!"

Are not pearls valuable?

Why was the Arab disappointed?

LESSON 289.—EXERCISE.

WORDS TO BE DISTINGUISHED.

FLEE, FLY, AND FLOW.

"To flee" means to run away.
"To fly" means to move as on wings.
"To flow" means to move as water.

The forms of these verbs are *flee, flees, fleeing, fled; fly, flies, flying, flew, flown; flow, flows, flowing, flowed.*

Use forms of the words above in these blanks:

A bird . . . ., a rabbit . . . ., water . . . . .

The timid fawn . . . . to me for protection.

A river . . . . past the town.

The thief . . . . when he heard the noise.

See! The lark . . . . out of sight!

The wicked . . . . when no man pursueth.

The sluice-gate being open, the water was . . . . through.

Something . . . . against his face, and he . . . . in terror.

Do you think wings will ever be invented which will enable us to . . . . ?

The hawk . . . . down, but the chickens . . . . to the coop.

Does the water . . . . rapidly from that fountain?

LESSON 290.—EXERCISE.

IRREGULAR VERBS.

Write sentences containing the past tense, and others containing the present perfect tense, of each of these verbs:

freeze	slide	steal	spring	fight
bid	spin	sink	blow	tell

LESSON 291.—EXERCISE.

LETTER-WRITING.

1. Write a letter describing a visit to some manufacturing establishment.

2. Write a letter telling how your city looks at night.

3. You are expected by a friend upon a certain train. You missed the train. Write to that friend, explaining how the mishap arose, and expressing regret for the disappointment caused.

LESSON 292.

COMPOUND PREDICATE.

A predicate containing two or more verbs is called a compound predicate.

EXAMPLES.

New England occupies the north-eastern part of the United States, and is composed of six states.

Mary bought two pounds of candy, and on her way home gave away two-thirds of it.

The parts of a compound predicate, if they are long, or if they do not have the same modifiers, should be separated by commas.

Write three sentences illustrating this rule.

LESSON 293.—EXERCISE.

REPRODUCTION.

MANNERS AT THE TABLE.

There is no place where good or bad manners are so quickly observed as at the table. The way people behave there shows plainly and at once whether or not they are used to the company of ladies and gentlemen.

Clean faces and hands, clean finger-nails, well-brushed hair and clothing, and a tasteful appearance generally, should at the table distinguish young people who are well brought up. Never, let the weather be what it may, should Jack come to the table in his shirt-sleeves.

Girls should be as careful as their brothers about the matter of toilet for their meals. An untidy girl jars upon our nerves like a false note in music or a mistake in syntax.

Do not be in a hurry to be helped. Wait patiently until your turn comes, and then eat slowly. Never eat with your knife. The proper use of a knife is to cut food; it should not be put into the mouth at all. The fork is the proper thing to eat with. Take soup from the side of your spoon. Do not blow food to cool it. Make as little noise in chewing and swallowing as possible.

Should you desire to leave the table before a meal is concluded, look at your mother or your hostess, and having secured her attention, say, pleasantly, "Excuse me, please." When you receive her permission, you may withdraw.

LESSON 294.—EXERCISE.

COMPARATIVE DESCRIPTION.

Tree and bush.
Frog and toad.
Rye and wheat.

LESSON 295.—EXERCISE.

IRREGULAR VERBS.

Write sentences containing the past tense, and others containing the present perfect tense, of these verbs:

hurt	think	ride	leave	eat
send	speak	see	bring	rise

LESSON 296.

THE PARTS OF SPEECH.

The several classes into which words are divided, according to their use in sentences, are called the Parts of Speech.

You have learned something about the following parts of speech: noun, adjective, pronoun, verb. There are other parts of speech, the names of which you will soon learn.

Tell what you can about each of the parts of speech of which you have already learned.

Write five sentences, and put *n* under each noun, *a* under each adjective, *v* under each verb, and *p* under each pronoun. You have seen that the verb often consists of two, three, or four words, which united are called a verb-phrase. Connect the words of a verb-phrase by drawing a line underneath; thus,

The apples could have been picked to-day.
Did Mary come home?

LESSON 297.—EXERCISE.

PUNCTUATION.

Greenland and Iceland belong to Denmark and are called Danish America the inhabitants of Iceland came first from Europe and are a hearty moral and well educated people look at this big burly Irishman he is tall and well made and has strong arms for pulling the oars and hoisting the sails New York was settled by the Dutch and was first called New Amsterdam by them in memory of their old home.

LESSON 298.—EXERCISE.

IRREGULAR VERBS.

Do not say *did* for *done*, nor *done* for *did*; *saw* for *seen*, nor *seen* for *saw*; *gone* for *went*, nor *went* for *gone*.

Be careful not to use the second form of the verb for the third, nor the third for the second. Errors of this character are very common among ignorant people, and should be carefully guarded against.

Complete each of the following sentences by inserting the proper form of the verb found in parentheses on the same line:

1. Lucy has .... her apron. (tear)
2. The bird has .... off. (fly)
3. The monkey has .... all the bread. (steal)
4. I have .... the cattle out of the garden. (drive)
5. The parrot has not .... for several days. (speak)
6. The book has .... from the table. (fall)
7. He has .... the apples from the tree. (shake)
8. His shoes are .... out. (wear)
9. He .... my hat into the river. (throw)
10. My slate was .... out of my desk. (take)
11. There .... my cane and umbrella. (stand)
12. The messenger has .... ten miles. (ride)
13. He had .... before I came. (go)
14. I .... last night that you had gone. (hear)
15. He .... very well for one who had never .... that work before. (do)
16. Many bright threads have been .... in. (weave)
17. Ice has .... on the pond. (freeze)
18. We .... this study a year ago. (begin)

LESSON 299.—EXERCISE.

LETTER-WRITING.

1. Write to a friend and tell about a trip you are to take with the rest of your family. Write what you know or have heard about the place to which you are going. Invite your friend to go with you.

2. Describe an imaginary visit to a neighboring city: the start, your company, incidents of the trip, your arrival, what you saw and did while there, your return.

3. Describe a visit which you have made to some museum, public building, park, or other place of interest.

LESSON 300.

THE ADVERB.

The boy studies.

This is a sentence because the words express a thought, but the thought is not very definite. We might wish to know more about this boy; to know whether he is large or small, industrious or idle; to know whether he studies diligently or carelessly or attentively.

The words *industrious*, *idle*, *large*, *small*, would tell us something about the boy. The words *diligently*, *carelessly*, and *attentively* would tell us how he studies.

The words joined to the noun *boy* to make more definite the idea which it expresses are *adjectives* (see Lesson 154), and are said to modify the noun.

The words which are joined to the verb *studies* to make

more definite the idea which it expresses are called *adverbs*, and are said to modify the verb.

A word which modifies a verb is called an adverb.

Write sentences, each containing one or more of the following adverbs used correctly:

slowly	patiently	carefully	sweetly
to-day	yesterday	to-morrow	soon
here	there	away	early
kindly	bravely	often	never

LESSON 301.

THE ADVERB.

He is a very strong boy, but he works too hard.

What is the noun in this sentence? What word modifies it?

What verbs in this sentence? How is one of them modified?

What part of speech is *strong?* What does it modify?

What part of speech is *hard?* What does it modify?

What word varies the idea expressed by *strong?* What word varies the idea expressed by *hard?*

A word which modifies an adjective or an adverb is called an adverb.

What part of speech are *very* and *too?*

If we unite the definition of an adverb given in the last lesson with the one given in this, it becomes,

A word which modifies a verb, an adjective, or an adverb is called an adverb.

LESSON 302.—EXERCISE.

COMPARATIVE DESCRIPTION.

Crow and sparrow.
Rat and mouse.
Eel and snake.

LESSON 303.—EXERCISE.

STORY FROM OUTLINE.

Write a story from this outline, with many additions:

THE YOUNG HORSE.

Young horse disliked work. Ran off to woods. Free. Enough to eat in summer and fall. Winter storms came. Fields bare. Snow. No food or shelter. Saw folly. Too late. Died of hunger and exposure.

LESSON 304.—EXERCISE.

REPRODUCTION.

BOYS' BEHAVIOR.

A young gentleman must be chivalric and courteous. He must take the part of those weaker and smaller than himself; he must be attentive to girls and ladies; he must bear himself with ease at the table and in the drawing-room.

If you are walking with a schoolmate, and he raises his hat to a lady whom you do not know, you should raise yours also. If your sister, or cousin, or a girl friend is about to leave a room or a house, allow her to pass out before you;

do not go blundering out in front of her. Never walk in front of a lady except in going up-stairs; it is then your place to go first.

I need not remind you that you should not take the most comfortable chair in the room, and keep it when some older person has entered the apartment; that you ought not to seize upon the morning paper before your father has had time to read it; nor should you begin a book which at present is in course of reading by any member of the family.

The best manners spring from unselfishness. No thoroughly selfish person can be truly polite. Be manly, and be gentle too.

LESSON 305.—EXERCISE.

WORDS TO BE DISTINGUISHED.

SOMEWHAT AND SOME.

"Somewhat" modifies verbs, adjectives, and adverbs.
"Some" modifies nouns.

Fill the blanks below with these words used correctly:

She felt .... tired after her long walk.
I feared they would be .... late.
Will you please tell me where I can get .... water?
The boy had never seen a tame bear and was .... afraid.
Being .... angry, he spoke too hastily.
The room was .... small and poorly furnished.
The path was .... steep and winding.
They seemed to be .... disturbed by the news.

Use the word *some* in four sentences of your own, and the word *somewhat* in four others.

LESSON 306.—EXERCISE.

DESCRIPTION AND NARRATION.

Describe this picture.
Tell the story of the "Hen's Party."

LESSON 307.—EXERCISE.

COMPARATIVE DESCRIPTION.

Compare the following:

Apple and pear. Peas and beans. Rain and snow.
City and country. Pea-nut and walnut.

LESSON 308.—EXERCISE.

COMPARISON OF ADVERBS.

Adverbs are compared in the same manner as adjectives.

Write the comparison of five adjectives. Use each form in a sentence.

Compare five adverbs. Use each form in a sentence.

LESSON 309.—EXERCISE.

LETTER-WRITING.

Write from dictation this note of invitation, with the two replies:

DEAR NELLIE,

My friend Clara Seymour, of Little Rock, is coming to visit me next week, and I am to give her a party Wednesday evening, the 28th.

Of course I want you to be one of the number to meet her. Please let nothing hinder you from coming.

Your friend,

AGGIE THOMPSON.

PINE BLUFF, *May 22, 1890.*

PINE BLUFF, ARKANSAS,
May 23, 1890.

DEAR AGGIE,

You have so often spoken to me of your friend that I shall be very glad to meet her, and I am looking forward to attending your party on the 28th with much pleasure.

Sincerely your friend,

NELLIE P. SNOW.

MY DEAR AGGIE,

Mother and I start to-morrow for Hot Springs, and we shall be away from home several weeks. This will prevent my being present at your party on the 28th, and I am very sorry indeed, for I have wanted much to meet your friend.

Hoping that I may have the pleasure of seeing her at some other time, and wishing you and your friends a delightful evening, I remain

As ever, your friend,

NELLIE SNOW.

PINE BLUFF, *May 23, 1890.*

LESSON 310.

PHRASES.

1. He is an enterprising man.
2. He is a man of enterprise.
3. He rode rapidly away.
4. He rode away at a rapid rate.

What words in the second sentence give us the same idea that the word *enterprising* in the first sentence gives?

What part of speech is the word *enterprising?* Why? *Of enterprise* is used as what part of speech? Why?

What words in the fourth sentence mean the same as the word *rapidly* in the third sentence?

What part of speech is *rapidly?* Why? *At a rapid rate* is used to tell what? As what part of speech is *at a rapid rate* used?

Two or more words which united are used as an adjective or an adverb are called a phrase.

Phrases used as adjectives are called adjective phrases.

Phrases used as adverbs are called adverbial phrases.

[Of other kinds of phrases you will learn later.]

What kind of phrase is used in the second sentence? In the fourth?

Mention the phrases in the following sentences, and tell whether each phrase is used as an adjective or as an adverb:

The book is on the table.
The man in the moon smiles on us.
He came in the morning.
The rays of the sun are hot.
He knocked the ball over the fence.

Notice the sentences at the head of this lesson, and write five sentences each containing an adjective. Rewrite your sentences, using a phrase in the place of each adjective.

Write five sentences each containing an adverb. Rewrite these sentences, using a phrase in the place of each adverb.

LESSON 311.—EXERCISE.

STORY TO BE COMPLETED.

Write a story which shall contain the following, with additions and explanations:

Little Anna found a nut in the woods which was covered with a green shell. She thought it was an apple and bit it, but finding it very bitter, she threw it away. What should she have done? What kind of nut could it have been?

LESSON 312.—EXERCISE.

CAPITALS AND PUNCTUATION.

Clara had a little spot in the garden which she called all her own she planted her flower seeds in the spring and watered and cared for the flowers all summer one day she was pulling up the weeds when she saw her name written in green letters slowly she spelled it out who could have put it there O mamma she called do come and see my garden see there is my name growing right in the centre isn't it pretty how did it ever grow that way mamma her mother then said I planted the seeds in that way because I thought it would please you Clara was very glad her mother had done this for her she took good care of the little plants.

LESSON 313.

PREPOSITIONS.

1. The book on the desk is mine.
2. The book under the desk is mine.
3. The book near the desk is mine.
4. The book near me is mine.

What phrase is there in each of the sentences above? What word does this phrase modify?

What word in the first sentence shows the relation between the book and the desk? What word in the second shows the same relation? In the third? What word in the fourth sentence shows the relation between the book and me?

A word in a phrase which shows the relation of the noun or pronoun of the phrase to the word which the phrase modifies, is called a preposition.

What preposition in the first sentence? In the second? In the third? In the fourth?

Look at the set of sentences near the end of Lesson 310 and tell what preposition there is in each. In which sentence are there two prepositions? Between what words does each preposition show the relation?

LESSON 314.—EXERCISE.

LETTER-WRITING.

For Girls.

1. Martha Hopkins's mother gives her a birthday party. She will be twelve years old on the 30th of November. Write Martha's letter of invitation to Julia Simmons.

2. Write Julia's letter to her aunt in Roxbury, Mass., giving an account of the party.

3. Write to a friend and tell what May Jones said about the party to you at recess the next day.

For Boys.

1. Ben Johnson's father is going to take him and a few of his friends on a fishing excursion. Write Ben's letter to Jasper Coates, inviting him to go.

2. Write Jasper's letter to his uncle in Roxbury, Mass., giving him an account of the excursion.

3. Write a letter to a friend and tell him what Will Aylesworth told you about the excursion.

LESSON 315.—EXERCISE.

REPRODUCTION.

What to Do in Case of Fire.

If you should be surprised, at night or in the daytime, by the presence of smoke in your room, do not lose your wits if you can help it. Remember at such a moment that although you are in great danger, there are friends near who will, if possible, come to your assistance.

Do not open the doors or windows wildly, and waste no precious moments in standing and screaming for help. Instead, think of the straightest way out, quickly wrap a thick shawl or blanket around you, covering your head and your hair, and then creep on your hands and knees to the door or stairway. There is always air to breathe near the floor.

If you are in a room with others, and a lamp is upset or some floating drapery takes fire, recollect that you must smother the flames by throwing a rug upon them. Pull down curtains or hangings, and cover them with a carpet or quilt, or in some similar way stop the current of air on which fire feeds. If a child's apron catches fire from the grate or stove, wrap a shawl or blanket about her promptly, and roll her on the floor.

Questions.

If you should suddenly find your room full of smoke at any time, how should you act? What should your manner be? What comforting thought should come to you at such a time? How could you waste valuable time? Of what should you think? What should you do? Where would

you find air to breathe? If a lamp is upset, or anything in the room catches fire, what should be done? If the clothing of any one takes fire, what should you do?

Tell in your own words what should be done and what should not be done in case of fire.

LESSON 316.—EXERCISE.

PREPOSITIONS.

Write ten sentences, each containing a word from the first list, followed by one from the second:

above	about	across	
after	against	along	
earth	rubies	ton	business
river	supper	model	flesh
law	reason	opinion	mind
wall	sky	shore	highway

EXAMPLES.

They saw him prowling along the highway.
The price of wisdom is above rubies.

LESSON 317.—EXERCISE.

TRANSFORMATION OF ADJECTIVE PHRASES.

Write the following sentences, putting in the place of each adjective phrase an adjective, a noun in the possessive form, or a part of a compound noun [a noun formed by uniting two or more words]:

The sting of a hornet is painful.
A house of brick is cool.

The heat of summer is great.
She put a collar of brass around the neck of the dog.
The boy has on boots of rubber.
The egg of the turkey is larger than the egg of the hen.
The claws of a cat are sharp.
Jeannette wears a dress of wool.
A cap of fur is comfortable in winter.
That book has a cover of paper.
The point of this pencil is not sharp.
The water of the well is clearer than that of the river.
The bite of a mosquito is not pleasant.
The sill of this window is deep.
There are two statues of marble in this room.
The head of this doll is broken.
The sleeve of Charlotte's cloak is torn.
The storm of hail has destroyed the corn.
The horse of that man has run away.
It was a moment of great anxiety.
The father of the children was lost at sea.

LESSON 318.—EXERCISE.

COMPARATIVE DESCRIPTION.

LADDER, STEP-LADDER, STAIRS.—OUTLINE.

LADDER.—Two parallel poles with crossbars. Movable. By whom is it used?

STEP-LADDER.—Movable. Consists of only a few steps. By whom used?

STAIRS.—Usually unmovable. Where used?

Compare and contrast pistol, gun, and cannon.

LESSON 319.

CONJUNCTIONS.

1. Washington and Jefferson were presidents.

2. Washington was the first president and Jefferson was the third.

3. In the morning or in the afternoon will be equally agreeable.

How are the two nouns in the first example connected? How many clauses are there in the second example? How are they connected? In the third example there are two phrases. How are they connected?

Words used to connect words, phrases, clauses, or sentences are called conjunctions.

What conjunction is there in the first example? In the second? In the third?

Name the conjunctions in the sentences below, and tell what they connect.

1. I go, but I return.

2. He will recite well because he studies well.

3. Lake Erie and Lake Ontario are north-west of New York.

4. Boys like to skate and slide, for it is great fun.

5. We are happy because we are to have a vacation.

6. They went across the river and down the other side.

7. He led him through the door-way and up the stairs.

8. You cannot find these conjunctions unless you look carefully for them.

9. Study this exercise until you find all the conjunctions.

LESSON 320.—EXERCISE.

WORDS TO BE DISTINGUISHED.

MAY AND CAN, MIGHT AND COULD.

"May" and "Might" denote permission.
"Can" and "Could" denote ability.

Fill these blanks with *may*, *might*, *can*, or *could*, used correctly:

She asked if she .... be excused from school.
.... I go to see Fred now?
If nothing happened, he thought he .... come.
.... you reach that book on the top shelf?
.... I see the book which you are reading?
Frank would tell you about it if he .... see you.
John said, "Mother .... I go to school to-morrow?"
His mother replied, "You .... if you are able; but unless you feel much better then, I do not think you ....

LESSON 321.—EXERCISE.

PUNCTUATION.

Write the following paragraph correctly. Give the rule for each mark of punctuation that you use:

Two or three of the more thoughtless among the boys were ready to laugh at him for stopping to help an old woman it was but a little thing to do boys he answered and then she is somebodys mother some one some time may give a helping hand to my mother if it ever happen that shes poor and old and her own boy is far away the boys made no answer for they felt that he was right.

LESSON 322.

INTERJECTIONS.

Certain words are used to express feeling or emotion. These words are called interjections.

The most common interjections are

O	ah	pshaw	fie	welcome
hurrah	alas	indeed	oh	hush

An exclamation point should be used after every interjection except O, if it expresses strong feeling or emotion.

LESSON 323.–EXERCISE.

PUNCTUATION.

New Hampshire is bounded on the north by the Province of Quebec, on the east by Maine and the Atlantic Ocean, on the south by Massachusetts, and on the west by Vermont.

Notice the commas in the foregoing exercise. The expressions *on the north, on the east, on the south, on the west,* with their modifiers, form a series of four terms, and are punctuated according to the rule for series. (See Lesson 11.)

Bound two other States which your teacher will select.

The Connecticut River rises in the Province of Quebec, flows south, between Vermont and New Hampshire, through Massachusetts and Connecticut, and empties into Long Island Sound.

Notice the commas. In a similar way describe such other rivers as your teacher may direct.

LESSON 324.

REVIEW.

1. When is an adjective in the positive degree? Comparative? Superlative?

2. Give the rule for forming the comparative and the superlative degrees.

3. What are clauses?

4. What marks of punctuation are used after a side-head?

5. What are pronouns?

6. What are verbs? What is a verb-phrase?

7. Give the rule for the use of the comma to show an omission.

8. When is a noun or pronoun in the first person? The second? The third?

9. What person and number have verbs?

10. What form of a verb is made by adding *s* or *es* to the simple form?

11. Give the rule for the use of the comma with a noun used to explain the meaning of another noun. With *or*. With a parenthetical expression. In a compound predicate. Between clauses.

12. What tenses have verbs? Give the signification of each tense.

13. What are the principal parts of a verb?

14. What are regular verbs? Irregular?

15. What is an adverb? How compared?

16. What is a phrase? A preposition?

17. What is a conjunction? An interjection?

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NOTES FOR TEACHERS.

Note 1. Lessons and Exercises.—Throughout this book "Lesson" indicates something to be studied, "Lesson-Exercise" something to be done, by the pupils. These divisions are not intended to determine the portion to be assigned for the daily recitation. A book may be arranged so as to be convenient for the assignment of lessons, but no book can be wisely divided into portions for the daily work of every class. The differences in the ability of classes, the need of reviews, the desire to give greater or less prominence to this or that topic, forbid this.

Pains has been taken to indicate the character of the work for the pupil by the style of type used. Matter to be read by the pupil and commented upon by the teacher is in large plain type. Directions to the pupil are in smaller type. Definitions to be memorized are in bold-face type. Rules are in Italics. It is not intended that these rules should be committed *verbatim* to memory; but their substance should be made very familiar to the pupils by frequent questioning and constant application.

Note 2. Criticism of Exercises.—It is intended that criticism of exercises shall be done mainly at the time of recitation, and with the active participation of the pupils. It is not profitable, in the beginning of the work, for the teacher to spend much time marking errors on pupils' papers. Let the teacher look at the exercises of the pupils sufficiently to see what the prevalent faults and deficiencies are, and devote a portion of the recitation time to their correction. Do not criticise too severely the pupil's first efforts. A single sensible paragraph is all that is to be expected on most of the earlier themes. Begin with small requirements, and insist on steady advancement.

Pupils should be trained to write freely, with ordinary care only, and to correct with much painstaking all that they write.

Note 3. Exercises in Pronunciation should occupy two or three minutes at the beginning of nearly every recitation. The class in concert, and individuals singly, should pronounce in order the words

in the several columns, giving with great distinctness the special sound for which the columns were arranged; also the words in couplets (one from each of two columns, showing the sounds in contrast).

Most valuable results will follow the regular and careful use of these exercises. Aside from a few familiar words inserted to secure the correct pronunciation, the words selected are those most liable to be mispronounced.

Note 4. Dictation Exercises.—Dictation exercises are of special value in all the earlier stages of language work; and many exercises besides those in the book should be given. In giving a dictation exercise, first read the whole sentence or paragraph to the class, no writing being permitted; then reread a few words at a time, pausing for the class to write. As you thus reread, give the class any needed information as to punctuation. Finally, read the sentence or paragraph the third time in the same manner as the first. The exercise may now be put upon the blackboard or read with explanations, and papers be exchanged for corrections.

Note 5. The Exercises for Reproduction found at intervals throughout the book are, in reality, composition exercises with the material furnished ready to hand. The reading-books, geographies, physiologies, and histories will furnish abundant material for further exercises of the same kind. These are called reproduction exercises, but it is not the intention that they should be told or written in the language or form in which they are given. The effort should be to adhere as closely as possible to the thought, while varying, as far as practicable, the language.

These exercises may be used in the following manner:

Let the pupils read the exercises and answer the questions appended, and such other questions as the teacher may see fit to ask. The piece may then be reread, using the variations in phraseology that are given, and other variations that may occur to the pupils. Pupils will in this way acquire much facility in sentence construction. Upon a following day the outline may be placed upon the blackboard, and the class exercised upon the oral reproduction of the story. When this can be done with some readiness and in good language, the same exercise may be reproduced in written form. The greater the variation in form of the exercises of the different pupils, and the fuller and more truthful the statements, the more excellent the work of the class. The outline is omitted after a few of the first exercises. The pupils should now make the out-

line, at first under the guidance of the teacher, but after a time independently. The outlines prepared by several pupils may be copied on the blackboard, and the class may select the best one for use at the time when the exercise is to be reproduced.

Note 6. Negative Forms.—No other errors of speech are so common as those which occur in the use of negative forms. Such exercises as those given will tend to familiarize the ears and tongues of pupils with correct forms, which many of them rarely hear.

Note 7. Exercises on Pictures.—In an exercise of this kind the pupil is supposed to tell some one who has not seen the picture all about it. This will require a full statement of what is in the picture, a description of the parts (not simply their names), and the following of some prescribed order.

When an exercise in description and one in narration are connected with the same picture, it will be best to have the first exercise descriptive only, and the second exercise purely narrative. Do not combine description and narration until some skill is attained in each. Description is more difficult than narration.

It will be well to select for such work additional pictures from the reading-books and the geographies of the pupils. The pictures most suitable for the class will usually be found in books lower in grade than those the class is using.

Note 8. Outlines for Stories.—One fault with the written exercises of pupils is likely to be that they are too condensed and meagre. It is usually necessary to develop the power of amplification by the addition of interesting causes, inferences, and details.

The teacher should hold conversations with her class upon the outlines for stories which are herein given, until the pupils have their ideas awakened and their imaginations quickened.

Note 9. Letters of Criticism.—A very profitable exercise for pupils is that of writing letters of criticism. A pupil's exercise may be copied on the blackboard and criticised orally by pupils and teacher. Each pupil may then write to the teacher a letter of criticism upon the blackboard exercise.

The object of these letters is to develop the critical spirit, to benefit the class, not the person whose exercise is criticised, and to teach a regular method of proceeding in such criticisms.

When they have learned how to do this, and common errors are nearly rooted out, the exercises of the pupils may be distributed for individual criticism.

Note 10. Descriptions.—Most of the exercises should be done

orally before being written, and in many cases it will not be best to write out all the parts of an exercise comprising several topics.

The work should not be made burdensome, but every day each pupil should do some exercise in the best form of which he is capable.

Note 11. Letters of Travel will afford very profitable geographical studies, and can be used as a form of recitation in that subject.

The conditions should be prescribed according to the studies of the class, and as many exercises given as time permits.

Note 12. Preservation of Exercises.—A few of the exercises, written and carefully corrected by the pupils, should be copied into composition books or folded and placed on files for reference. It will be well to preserve in this way about one exercise in every ten as a means of comparison between individuals, but more especially between the several stages of progress of each pupil. If the pupil can write more readily, more logically, and more accurately than he could three months before, then he is making valuable progress, and may be rightfully encouraged by his success.

Note 13.—It has not been thought necessary to insert reviews at regular intervals throughout the book. Reviews of principles, rules, and definitions, should be of almost daily occurrence.

Lessons called "Exercises" can be omitted in such reviews, except that it may be well occasionally to require an *exercise* to be rewritten, not as a test of memory, but as a test of progress. See also Note 12.

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